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THE VIRGINIA SCHOOL JOURNAL.

OLD SERIES, EDUCATIONAL JOURNAL OF VIRGINIA, VOL. XXII.

NEW SERIES, VIRGINIA SCHOOL JOURNAL, VOL. VI, NO. 1.

J. A. McGilvray, Editor. RICHMOND, JANUARY, 1897. \$1.00 a year in advance.

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OF THE

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The Virginia School Journal.

VOL. VI.

RICHMOND, APRIL, 1897.

No. 4.

J. A. McGILVRAY, Editor.

Terms, - - - \$1.00 a year (10 numbers) in advance.

The Journal is published at Richmond the first of each month except July and August. The annual volume begins in January. New subscriptions may begin with any month and the subscriber will receive the ten numbers following.

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When Change of Address is desired, the old address as well as the new one must be given.

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P. O. DRAWER 926,

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OFFICE OF THE JOURNAL,

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School
Journal
Stands
For

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2. A longer school term for children, and more effective teaching.
3. Life diplomas, issued by the State and worthily won.
4. A deliverance from annual examinations, after competency has been once established.
5. A Teachers' Reading Circle, with no fees attached.
6. A Virginia Chautauqua, with a permanent home.
7. Closer supervision, with salaries that justify it.

We would be glad to receive from our readers statements of views on any of the above subjects.

Be brief and to the point.

WE have occasionally printed in the *Journal*, the proceedings of county "Teachers' Institutes," with copies of papers read at such institutes, *clipped from county papers* and sent to us. We have several such communications now on hand, and shall try to make room for them, or such part of them as we judge suitable for our columns, as soon as possible.

But we beg leave to suggest *modestly* that our country friends are not treating us with due courtesy in this matter. The *Journal* is strictly an educational journal, and *ought to be* the *organ* of all the schools and school organizations in the State. It aims to promote educational progress in all directions, and to give such *current* news only as will be interesting and helpful along this line. It does not attempt to invade the domain of the regular press—least of all, of the *county press*. It, therefore, thinks it is entitled to educational reports and news *from first hands*. We think it right and proper that the county paper should have a general report of such meetings, and we would not, if we could, deprive it of that privilege. But, the clientele of such a paper is necessarily limited and composed, in the main, of the sturdy yeomanry of the county, who know little of the professional work of teaching, or the subject matter of the school curriculum, and, therefore, care little for the discussions which constitute the larger part of the proceedings of such meetings; and so, only the teachers of each particular county get any benefit from them. When printed in the VIRGINIA SCHOOL JOURNAL, they reach professional workers in every county in the State who feel intense interest in all such matters, and advantage results in more ways than one. Acquaintance and comradeship are cultivated; we come to know one another's experiences, to see one another's successes and failures, and profit by them; professional sympathy is

aroused, and all are prompted to greater effort for improvement.

If the County Superintendent or some teacher who is skilled in preparing matter for the press will carefully and thoroughly write up the proceedings of such meetings and forward to us direct, with such of the papers presented as shall be judged to be of general interest and value, we will take pleasure in printing them; but please excuse us hereafter, if we decline to *reprint* reports from county papers.

++

WE fear that a serious blow has been struck at the school system of this city by the recent action of the finance committee of the city council, in materially reducing the appropriation for the support of the schools. We know that the cry of "retrenchment and reform" (really "retrenchment" for we hear little about "reform") is abroad in the land, and we realize what a tremendous slogan that is in the mouths of politicians and tax-payers. We know, too, something of the financial condition of the city, and appreciate the necessity for economy, and the application of business principles in municipal (as well as other) affairs. But we honestly believe that the schools ought to have been the very last point of attack; and their scope and efficiency should not even have been threatened, if there were any possible way of avoiding it.

For many years, the public schools of Richmond have been her pride. So popular have they become that all classes of people patronize and praise them, and it has been found necessary to build a new and commodious school-house almost annually, to accommodate the constantly increasing number of applicants. The pay patronage from the suburbs and contiguous counties is quite considerable, and our population is regularly receiving additions in people who come here solely to get the benefit of our schools. The thoroughness and value of the work done in these schools have been testified to by visitors from every part of the country, and are further evidenced by the

demand for the services of those trained in them, both in business pursuits and as teachers in other places.

The action of the council must, we think, have one of two effects. Either the school session must be shortened, or the pay of teachers must be reduced. If the former, the whole community will suffer in ways that need not be mentioned. The increased vacation will be hurtful to the children by delaying their advancement, and to both children and teachers by making their work more difficult, when resumption occurs. If the latter, the teachers alone will suffer, and, as a class, they are least able to bear the loss. We have no doubt that they are as willing to share the burdens of government as any other class of the community, and if their salaries were abnormally large, they would ask a reduction to help meet the emergencies of these times of depression in business; but it is well known that they barely earn a living. After much time and labor and expense in preparing themselves for their life work, they receive a remuneration by no means commensurate with that of other pursuits, which have cost no more of time, labor and money. Statistics carefully collected prove that in twenty-seven cities ranking in size and wealth with ours, Richmond stands near the top in children of school age or actually in school, while it stands near the bottom of the list in the salaries paid to teachers.

We sincerely hope that some way may be found in the wisdom of our city fathers by which this deplorable result may be avoided, and our schools may be saved from this threatening blow.

++

It will certainly be expected that we make some note of the loss that our guild has recently sustained in the death of Prof. H. H. Harris—one of the greatest, if not the very greatest, of all the teachers that have added lustre and renown to Virginia's name.

And yet, we can scarcely trust ourselves to speak of him. We knew him long and loved

him well, and the shock of his death well-nigh overwhelmed us.

At the time of his death he was a professor in the Southern Baptist Theological Seminary at Louisville, Ky., but the great work of his life was done in the chair of Greek at Richmond College; and there he left his impress upon scores and hundreds of young men who have made their lives eminently successful, and who gratefully recognize their obligations to him for much of what they have been able to accomplish.

Prof. Harris was a man of varied and extensive culture, of accurate and thorough scholarship. He was a great student, a deep thinker, a close investigator, and mastered whatever he undertook. He was a born teacher—lucid in statement, apt in illustration, thorough in analysis, and possessed largely the power to make others see through his eyes. His mind was like a kaleidoscope. It could present a subject in so many lights, and show it from so many points of view, that it was almost impossible not to understand it.

He was a journalist of no mean ability. For several years he edited with distinguished success the old Educational Journal of Virginia, the predecessor of this Journal in this field of labor; and the Religious Herald, the organ of the Virginia Baptists, and the Foreign Mission Journal of the Southern Baptist Convention, became great vehicles of power and influence under his editorial management.

But Professor Harris was great also in Christian leadership. His convictions of the truth of the Bible and the religion of Jesus were deep and unshakable. He was a profound Bible student and scholar, and an eminent expounder of its truths. Religion determined and crystalized his character, and made him a man among men. No one could come under his influence for an hour without being impressed with the simplicity, sweetness, candor, purity, and genuineness of his character.

A great crowd attended his funeral and his frail body was lovingly laid to rest in beautiful Hollywood where it calmly and peacefully awaits the resurrection morn.

The course of lectures for this season under the James Thomas Endowment Fund, at Richmond College, will be delivered March 29 and 30, and April 1 and 2, by Dr. G. Stanley Hall, President of Clark University, Worcester, Mass.

General Theme—Modern Psychology: Its Methods, Results, and Applications.

In detail:

1. The New Psychology: Its Relations to Ethics, Philosophy, etc.; Its Department, Field and Method; The Study of Instinct in Animals; The Soul of Savages; Organization of Psychological Studies in High Schools and Universities.—Monday, March 29.

2. Mind and Body: The Brain—Its Cells and its Nutrition; Will, Attention and Habit; Feeling and Emotion, and Their Expression; Rhythm.—Tuesday, March 30.

3. The Border-Land: Hypnotism, Telepathy; Sleight of Hand; Relation of Normal to Insane Psychoses; Signs of Decadence and Degeneration.—Thursday, April 1.

4. Genetic Psychology and Child Study: History of the New Movement; Methods of Study; Results thus far obtained; Their Practical Applications.—Friday, April 2.

These lectures are open to the public and are entirely free. The importance of the subject and the general interest felt in it by educators, as well as the great reputation of the lecturer, should insure full audiences for the entire course.

++

A typographical error in our March number, in Mr. Crump's article, is important enough to require correction. On page 93, lesson VI, in the last paragraph under "Dictation Exercises," the word "price" should be "piece."

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Make your arrangements to attend the Summer Normals.

++

See Superintendent Massey's call for the Superintendents' Conference, in the Official Department.

Missellany.

Compulsory Education.

By A FARMER.

THE superintendent of Richmond county may be in a position to judge of the needs of his section, but the conditions are far different in other counties. We are sure that many children have grown up in ignorance and those children have become parents.

(A child of fourteen years was married, a few days ago, who can neither read nor write.)

These care nothing for education and more than that they hate education and those who try to teach. What good would a law compelling attendance on school amount to?

We have enough dead laws now. Put no more on the statute-book until the opinion of the people is such that they will see that the law is enforced. It is a poor plan to enact laws and try to educate the people to keep them. I may be wrong, but I believe a far better plan would be to put better teachers in our public schools, and *pay them*. Then the best families would send the children to the public schools instead of employing governesses.

More ought to be said in our state papers about our country schools. It is very seldom that our so-called educators have anything to say in the papers that go to our country homes.

Men in our state university or the state normal school who draw a large salary ought to give more of their ability to the people throughout the state, in place of drawing themselves up in their wonderful accomplishments and pulling of wires for a successful re-appointment. I know that the farmer in this section would be glad to pay the expenses of any of these men to come and lecture to us. We have to pay them their salaries and *we receive no benefit from them*. I wrote to one of the professors in one of the state normal schools and asked a civil question and sent a stamp for reply. He kept my stamp and did not condescend to reply. "Ignorance is a crime against the state." The state employs

men and women to educate her children. "Men are children only larger grown." Why do we not hear and read more of these educators? The teachers do not even maintain a teachers' institute, where these principles might be discussed and thus be able to extend their influence all over the state. When called upon by the editor of the VIRGINIA SCHOOL JOURNAL to discuss the propriety of holding a state gathering of teachers, so far as I know, not one answer did he receive to this most proper question.

It makes us farmers think these men and women are sure of their positions so care not to become any more proficient.

Shall we have a Compulsory Education law? Yes, when the common people are so educated that they will see that the law is enforced.

Our Institutions are not Asylums.

WM. A. BOWLES.

OUR Institutions for the Education of the Deaf and Dumb and of the Blind have been so long and so closely associated in the public mind with asylums for the insane, hospitals for the infirm, or reformatory prisons for the young offender that it is difficult to impress upon our friends that these institutions are schools intended only for the education and training of the deaf and the blind of our country who possess *good minds, good health and good characters*. It is highly desirable, therefore, that these schools should be as closely as possible identified with our general public school system, and I believe a plan which would contribute to this end would be to drop the name "Institution" and to substitute therefor "School for the Education of the Deaf and Dumb, and of the Blind." Then induce your legislators or other appointing bodies to make the State Superintendent of Public Instruction *ex officio* a member of the Board of Visitors of your "School for the Education of the Deaf, &c." and let each county or city Superintendent of schools interest himself in sending to the Superintendent, or Principal, of his State "School for the Education of the Deaf, &c.," the address of each pupil in his

city or county too nearly blind or too deaf to learn at the ordinary public schools, and let him use his best influence to induce the parents or guardians of all such pupils to avail themselves of the advantages offered by the State "School for the Education of the Deaf and Dumb", and of the Blind."

When separate committees of inspection are appointed by the State authorities to visit the public institutions, see that our schools for the deaf, &c., be classified with schools, colleges and universities, and not with asylums, hospitals, and penitentiaries.

What Your Superintendent Says.

COMORN, KING GEORGE CO., VA.

February 6, 1897.

TO THE VIRGINIA SCHOOL JOURNAL.

The September (1896) issue of the journal stated editorially: "With the cordial co-operation and assistance of the teachers of the state, * * * we shall endeavor to make the journal more than ever worthy of the patronage and support of the Virginia educational public."

This promise has been redeemed.

What room there may have been for improvement is now fully occupied, and the Journal stands in the front rank of that class of literature. I am not prepared to say what assistance has been rendered by the teachers in the state, but I am prepared to say that every public school teacher in Virginia ought to take the Journal, carefully read it, and digest its contents. By doing so their teaching ability would greatly be enhanced.

Apart from the fact that it is the official organ of the Department of Public Instruction, (and this *per se* ought to be a strong incentive for teachers to read it) the articles contributed by foremost educators are of high order, and very helpful in school work. Frequently one article is worth the subscription price. I greatly enjoy it, and gain by reading it. I should rejoice to know that every teacher in the state (and especially those of my own county), was an enthusiastic reader of the *home* Journal. I heartily congratulate the editorial management.

G. W. GRIGSBY,

Supt. Schools, King George County.

From the Virginia School Room.

A Tested Classification of a Country School and Its Success.

Mrs. MARY S. MOFFETT, Principal Midway High School, Steele's Tavern, Va.

BEING greatly interested in the excellent article of Mr. Chas. E. Ruffner, in the January issue of the SCHOOL JOURNAL, upon the grading of country schools, I venture to send you my experience in classifying a country school.

My school-life, both as scholar and teacher, has been spent chiefly in city schools; therefore, I am familiar with all grades of work, and therein lies one secret of the power to classify. Our country teachers must be taught how to classify, before they can grade a school.

This country school had thirty-five pupils, ranging from five years to twenty years of age and in various stages of mental development.

The pupils were first divided into classes, according to the readers, the First Reader being number one, the History Class the sixth. The following combination of classes was then made in the several subjects taught:

Number	{ First Reader.
	{ Second Reader.
Primary	{ Third Reader.
Arithmetic	{ Fourth Reader.
Advanced	{ Fifth Reader.
Arithmetic	{ History Reader.
	{ First Reader.
Language	{ Second Reader.
	{ Third Reader.
Elementary	{ Fourth Reader.
Grammar	{ Fifth Reader.
Advanced	{ History Class.
Grammar	
Elementary	{ Third Reader.
Geography	{ Fourth Reader.
Advanced	{ Fifth Reader.
Geography	{ History Reader.
Composition	{ All classes.
twice a week	
Penmanship	{ All classes.
History	{ History Class.
	{ Fifth Class—History of Va.

The day's work was done according to a program, of which a copy hung upon the wall for pupils. Each pupil thus knew when his next recitation would be and prepared for it.

Number, primary arithmetic, and language were taught objectively, and then applied to slate work. Composition was upon the many beautiful objects of nature, (the country is a prolific field, and the country-teacher has that advantage of her city sister). I have seen pupils spend the play-hour watching an ant hill, or in securing the best caterpillar, watching it for weeks as it underwent its wonderful metamorphosis. (Our present museum contains star-fish, crabs, coral, geode, crystals, and many fine specimens of petrified leaves and trees, of which these mountains are full.)

The older pupils supplemented the class discussion by home readings.

Word drills were a daily feature of the work. Pupils of the higher classes reviewed, with pupils of the lower, words selected from the readers and other lessons, and placed upon the blackboard. Ready pronunciation of words was thus secured, and the reading greatly improved.

The pupils of all classes were required to write such words in sentences of their own composing, as part of the preparation for the reading lesson. The pupils of the first and second readers often excelled the older scholars.

No pupil had any idle time. The blackboards were crowded with lessons for each day. Always busy, always systematic, improvement naturally followed.

This combining of classes has been tried successfully for several years by myself, and by many teachers to whom it has been given.

The division is not rigid—a strong pupil is allowed to work in a higher class, and yet continue the work of his own class. Thoroughness not quantity has been, and is, the aim of all connected with the school.

See our special announcement of premiums in the May JOURNAL.

The School Room.

The New Child and Its Picture Books.

H. T. P.

AN ingenious person named Krohn, whose patience is evidently more highly developed than his sense of humour, has been making some experiments that are supposed to be very important to scientific teachers. He has found that it takes a young child three hundred and sixty-four one thousandths of a second to recognize the letter *c*, three hundred and fifty-eight one thousandths of a second to recognize the letter *a*, and three hundred and eighty-nine one thousandths of a second to recognize the letter *t*; while the word *c-a-t* as a whole is recognized in three hundred and thirty-nine one thousandths of a second. Therefore, he says, primary teaching should be done by words and not by letters, and the letters should be one twelfth of an inch high and printed in a line not more than four inches long. We don't know exactly how he has discovered all these things, but that does not matter; for he is evidently a very profound person. We have done some figuring ourselves on the basis of his researches, and we find that, following out his method and adopting his kind of reading-book, a child of five years, in an average daily lesson, would each day save nine thousand, seven hundred and eighty-nine ten thousandths of a minute out of its valuable time. Think of that!

This investigation is beautifully illustrative of what is going on to-day in the sphere of education. We are living in an age in which the Educator has been gradually supplanted by the Educationist. The Educator was a person who felt that every child has its own individual temperament and mental idiosyncrasies which differentiate it to some extent from every other child, so that the method of presenting a subject should be largely influenced by the teacher's knowledge of the individual to be taught. He felt that a good teacher should be quick to note the effects upon each child's mind of a particular manner of presentation,

and that the practical results obtained should be the final test of every method, inasmuch as the education of the child and not the exaltation of the teacher was the end to be secured. Hence quick sympathy, keen perception, ready adaptability, and ingenuity in fixing the attention and interesting the thought of the child were regarded as the prime qualifications of a successful Educator.

The Educationist has changed all that. So far as our own limited intelligence has been able to grasp the subtle distinctions of modern pedagogic doctrine, an Educationist is an individual who is not himself much of a hand at teaching, but who is able to tell all other persons how they ought to teach. He is great on method, and observes blandly, when questioned, that it doesn't matter in the least whether the actual results amount to much so long as the correct pedagogic method has been employed. He abounds in statistics, and these statistics are usually in fractions. He perhaps could not himself succeed in teaching a young child to read, but, like Dr. Krohn, he can tell you just how many thousandths of a second it ought to take for some one else to make a letter perceptible to the child's intelligence. He has read several text-books on Psychology, and when he talks, he has a good deal to say about "concepts" and "apperception," and once in five minutes he will allude airily to the Laws of the Association of Ideas. He has, in fact, established a set of infallible formulas that never hang fire and that render the education of children as simple a matter as rolling off a log. The exactness of these formulas is, indeed, a little startling to an ordinary mind. Thus, if the Educationist tells you that a child of twelve years and six months who is studying Latin must have exactly thirty-five minutes of recitation each day (preferably between nine and eleven o'clock), and you say doubtfully that you have been giving thirty minutes to this work between eleven and twelve o'clock, the Educationist will look at you with pained surprise and tell you that you are evidently old fashioned. Then it would be wise to keep

quiet unless you want to get into trouble; for if you go on to say that your arrangement has worked very well, he will at once tell you that you evidently know nothing of the Psychological Basis of Education; and if you still persist, he will talk to you about Sturm, and Herbart, and, maybe, even Froebel; and if he once pulls Froebel on you, you are gone. It is quite unsafe, too, for you to comfort yourself with the thought that perhaps he doesn't know what he is talking about. You may think that he is by no means brilliant in his ordinary conversation, that he seems, in fact, in other matters to be rather dull; and if you are exceptionally uninstructed and indiscreet, you may even go so far as to remark that he is evidently a good deal of an ass. But just wait, and Nemesis will at last get after you. Some day or other you will see the Educationist reading a paper at a Teacher's Conference, and then you will know that he is really Great.

Nor, so far as we are personally concerned, we don't care how much he raids around in the field of education, and we shouldn't say a word about him if he stopped right there. Children will tumble up some how or other even under the rule of an Educationist; and after all, the real training of every human being comes largely from experience and from contact with his kind. Moreover, there is something to be said in behalf of the psychological racket. In these days of overcrowded professions there are hundreds of shallow young men and rattlepated young women who would have to carry a hod or go and get married if a wise dispensation of Providence had not specially opened up to them this new and fruitful field, wherein they can earn comfortable salaries and much *kudos* without needing to possess anything more in the way of equipment than a few catchwords and the ability to keep a straight face when they hear each other talk.

Unfortunately, however, these people have not remained contented with their original sphere of influence. Perhaps they are getting

to be so numerous that they have begun to step on each other's heels. At any rate, they are now slopping over into another field, in which they are doing and will continue to do an infinite deal of harm. After grabbing the schools and coercing the teachers, they are now reaching out into the nursery and into the playground and are seeking to upset all the good old traditions of child-life that have come down from the time when the Aryan children romped around on the borders of Volhynia.

We can all remember the golden days of our early life, when no hard-and-fast line had yet been drawn for us between the real and the impossible, and when everything was wonderful because everything was new. That was the roseate time when we knew that at the base of every rainbow there lay buried a pot of real gold. We heard fairies whispering in the thickets of the woods, and could point out the hillocks where gnomes came up each night and gambolled in the moonlight. Then all of us dreamed rare dreams and cherished harmlessly delightful fancies; for the gray old world was very beautiful, and our lives were flushed with the light that dies away so soon. There were no Educationists in that paradise to which so many men and women, now grown grim and mirthless, sometimes look back with an unwonted dimness of the eyes. But to-day appears the brisk and practical Young Person of nineteen or thereabouts, fresh from a Training College and with no illusions and no sympathies about her. She bursts in upon the penetralia of childhood, and knocks its household gods to smithereens. Fairy stories? Nonsense! Giants? Bosh! With a ruthless efficiency she annihilates the gentle friends of the child's imagination, deposes Santa Claus, mocks at the virtues of the wishbone, and drives with jeers the Sand Man out of existence. Then she gets down to work and trots out her own substitutes for all these things. The children must begin to absorb some scraps of history; they must draw geometrical figures instead of rings for "migs."

No more singing at their play of the disaster that befell London Bridge, or of the Farmer who stamps his foot and claps his hands and turns around to view the land. "Eeny-meeny-mony-mike" is silly gibberish. "Monkey, monkey, barrel of beer" is low. None of this for the wise young lady who now runs things! She will teach her flock some real instructive and improving songs about minerals, for instance, and when she takes them out to walk she will make them peep and botanize with her in a way to give Linnæus cerebro-spinal meningitis. Then the little things, instead of playing around in God's free air and in a healthily unconscious way, are thrust into a kindergarten, where they sit and make worsted parallelograms on a piece of cardboard, and learn a sort of complicated drill that keeps them unnaturally alert; while through the whole performance they are watched and egged on to emulation until their little faces flush and all their sensitive little nerves are tingling with unhealthy excitement. They learn some things; but what they learn is valueless, while what they lose in learning it is beyond all price. At times, perhaps, some mother whose mind is troubled by these new works and ways will timidly suggest her doubts about the wisdom of it all; but the brisk Young Person will promptly and rather patronisingly inform her that it rests upon a Psychological Basis, and that it is just what Froebel meant. And so we see growing up about us a generation of shrill, self-conscious, and insufferably priggish brats.—By courtesy of *The Bookman*, copyright 1896, by Dodd, Mead and Company.

(Concluded next month.)

Elementary Dictation and Composition.

By T. P. CRUMP.

LESSON VII.

REVIEW.

A SENTENCE is a group of words making complete sense. Every sentence should begin with a capital letter.

A *Declarative* sentence is a sentence that states or tells something.

A period should be placed after a declarative sentence.

An *Interrogative* sentence is a sentence used in asking a question.

A question mark should be placed after an interrogative sentence.

An *Imperative* sentence is a sentence that expresses a command or request.

A period should be placed after an imperative sentence.

An *Exclamatory* sentence is a sentence that expresses strong feeling or emotion.

An exclamation mark should be placed after an exclamation.

A particular name is the name of a particular person, place or object.

A *particular* name should begin with a capital letter.

A *common* name is a name common to all things of the same kind.

A common name should begin with a small letter, unless it is the first word of a sentence or is a word of special importance.

The words *I* and *O* should always be capitals. The first word of every line of poetry should begin with a capital letter.

An should be used before words beginning with the sound of the letters a, e, i, o, u.

A should be used before the sound of the other letters of the alphabet.

The following sentences may be written on the black-board and the pupils tell

Which are statements.

Which are questions.

Which are commands.

Which are exclamations.

They may then be written from dictation.

1. Remember thy Creator in thy youth.

2. Hark! the bell strikes one.

3. Bring me an apple and a pear.

4. Who broke that pane of glass?

5. The scent of roses is sweet.

6. I sent James to buy a pair of shoes.

7. Can Sarah write her name?

8. Hush! the teacher is at the door.

9. Our best friends are those that tell us of our faults.

10. Whom did you see yesterday?

11. The teacher spoke to Helen and me.

12. He rode the horse over a rough road.

13. My father has a pair of black horses.

14. The eye is the window of the soul.

15. Kate lost the cent which her mother gave her.

16. Who threw the rock through the window?

17. Eva has a blue dress.

18. Little Nell was sick a week,
Now she is pale and very weak.

19. A little child at school should be
As busy as a buzzing bee.

20. Always write your very best,
Or donot write at all;
Make each letter as you should;
Some large, and others small.

LESSON VIII.

LANGUAGE LESSON.

One and more than one.

Names are usually made to mean more than one by adding *s* or *es*.

Write the following words and tell how each name is made to mean more than one.

boy—boys.

box—boxes.

top—tops.

church—churches.

hat—hats.

watch—watches.

book—books.

kiss—kisses.

bird—birds.

bush—bushes.

When a name ends with *y*, having *a*, *e*, or *o* before it, *s* only is added to make it mean more than one.

Other names ending with *y*, change the *y* to *i*, and add *es* to mean more than one.

Names that end in *f* change the *f* into *v* and add *es* to mean more than one.

Names ending in *fe*, change the *f* into *v* and add *s*, to mean more than one.

Some names are made to mean more than one *irregularly*, as, man—men, child—children, tooth—teeth.

Tell how each of the following words are made to mean more than one:

lady—ladies.	fly—flies.
baby—babies.	cherry—cherries.
city—cities.	mercy—mercies.
day—days.	joy—joys.
monkey—monkeys.	key—keys.
man—men.	tooth—teeth.
foot—feet.	child—children.
knife—knives.	woman—women.
wife—wives.	loaf—loaves.

LESSON IX.

LANGUAGE LESSON.

How to use Am, Is and Are.

Am is used with I.

Is is used with words that mean only one.

Are is used with you, and words that mean more than one.

Is it correct to say, *I is*?

What should you say.

Is it correct to say, *You is*?

What should you say?

Is it right to say: *The apple are sweet*?

What should you say?

Should *is* or *are* be used when only one person or thing is spoken of?

Is it right to say: *Apples is sweet*?

What should you say?

Should *is* or *are* be used when more than one person or thing is spoken of?

Fill the blanks with the word, am, is or are, as the sense may require:

1. I — eight years old.
2. — you going with me.
3. We — singing.
4. — you writing.
5. The boy — playing.
6. The boys — playing.
7. He — an idle boy.
8. The woman — sewing.
9. The women — sewing.
10. I — older than John.
11. — the girl playing?
12. — the girls playing?
13. — the horse drinking?
14. — the horses drinking?
15. Flowers — beautiful.
16. The sky—blue.
17. Those boys — studying.
18. — he studying?
19. — they studying?
20. — we studying?

Write statements using the words *am*, *is* and *are*.

Write questions using the words *am*, *is* and *are*.

Write exclamations using the words, *am*, *is* and *are*.

Change the names in the following exercise to mean more than one, and make the necessary changes in other words:

1. The key is lost.
2. The baby is sleeping.
3. The fox is cunning.
4. Is the arch strong?
5. My tooth is aching.
6. The man is riding.
7. Is the city large?
8. Is the child crying?
9. The knife is sharp.
10. The lady is dressing.
11. The girl is sewing.
12. Is the horse lame?
13. The chimney is smoking.
14. A fly is on the wall.

The Multiplication Table.

WE begin with a five-year-old to “develop” number—to show him by the playful manipulations of certain painted “objects” that two times one are two. The little child, utterly ignorant of the long, plodding road before him, steps willingly into the uphill path of the “tables,” which usually ends for him in sighs and tears. But the seductive teacher says nothing of this. Perhaps she really feels that she has found the royal road, and by her “ingenuity” is to strew flowers up the steep path, without the attendant thorns.

For a few months this playing with multiplication goes on. The child, from constant familiarity with it, seems to retain it, and the teachers serene, and the mathematical future looks bright.

Then comes the long vacation, and the children return to a new teacher, who, if she really is new to the profession, wonders why the children never learned certain tables in the other room. She questions these little sunburned cherubs, who have found life to consist of eating, sleeping and playing for ten weeks, as to the certainty of eight times nine, and the blankest of looks meet her puzzled gaze. Slowly over the intelligent face of some thoughtful

child will come a dazed, half-pained look, as into that shut-up soul returns a faint light of other days, as we recall dreams and nightmares.

The teacher in despair rushes to the former one, or to the principal, to know why these children never learned the tables belonging to the grade, and is met with the calm assurance that "they *did* know them perfectly, once."

In the safety of her own room, teacher No. 2 shakes her head incredulously, but is sure that teacher No. 3 will never have to complain of any such work in *her* room.

Then, again, comes the "tug of war." This class is promoted. *Before* vacation, fresh from a year's work, they will rattle off the multiplication table, like a fire of musketry, under the generalship of the triumphant teacher. They are then turned loose into fresh pastures, not greener than their own well-earned school laurels.

"Then comes a frost—a killing frost." when autumn work is resumed, and the next teacher attempts to apply the memorized knowledge of previous years, by the use of the "tables." If she is an amateur, she will feel not unlike a builder who attempts to raise walls, and finds the foundation has slipped away.

There sits a class of fifty or more before her. Not one in ten can answer one-tenth of the multiplication table. They sit indifferently watching her, ready to be reconstructed if she is equal to it.

As well try to teach a child to walk without feet as to do advanced work in arithmetic without a perfect knowledge of the multiplication table. If the teacher is experienced, she expects an almost incredible forgetfulness and goes to meet it with the will and enthusiasm born of a vacation rest. Slowly, one by one, these slippery tables are recalled. One is seized to-day and lost to-morrow. Six times five may mean thirty to-day; to-morrow she will be fortunate if it even approximates to thirty.

Putting salt on a bird's tail, or holding an

eel with buttered fingers are mild comparisons to a child's inability to retain the multiplication table.

Finally, after a month of skirmishing, there comes, in the hands of an energetic teacher, a crisis when all school work, and in fact all the child's world revolves around this multiplication axis. The child grows worried—the parents grow nervous—the teacher grows determined—and out of this siege of uncomfortable forces will grow a victory over the tables, if the teacher is firm enough, and the child has health enough, and the parents have wisdom enough.

No matter how advanced he may be in novel methods and theories in presenting these things at first, there comes a time when the acquisition of the multiplication table is a slow grind—an uncomprising *drill*.

This is not the "progressive" theory, but will not ninety-nine out of every hundred teachers endorse it with an "Amen"—*E. D. K., in Primary Education.*

Do Our Schools Meet the Necessary Wants of the Country in Regard to Moral Training?

By E. G. MATTHEWS, Roanoke county.

PRESIDENT GARFIELD has said that every character is the joint product of nature and nurture. He has also said that "it is easier to reduce crime than to build jails."

The problem before the teacher is this: Given the youth of the nation, fresh from the hand of nature, with all its surroundings, good bad and indifferent, how shall we nurture them into true manhood and womanhood so as to produce the maximum of virtue, usefulness and happiness and the minimum of vice, crime and misery.

The next generation of this nation is to be just what the homes and school-teachers of to-day make it.

The world has made vast strides in the last century. Witness the progress in intelligence, in the number of books and periodicals now circulated and read, the great inventions, rail-

roads, steamboats, telegraphs, telephones and labor-saving machines.

The first work of man is to overcome nature and extract from her food, clothing and shelter. After these then grow up institutions for relieving and providing the necessities, ameliorating the condition of mankind. Here civilization and progress of mankind begin. The battle of thousands of years has been largely, sometimes principally, with nature for the necessities of life. Perhaps within the present century there has been the greatest progress the world has ever seen in rising above the question of food, raiment and shelter, and attending to the ethical side of our nature. The rise of the race towards a higher development has brought advantages and disadvantages. It has pushed out of sight certain vices and crimes of a lower and coarser type which belong more to rude and primitive conditions of the race; but has brought out to light and developed rapidly many phases of sin and suffering which are incident rather to civilization and a condition of enlightenment.

It is now generally acknowledged by all that the culture of the intellect is not sufficient to make good citizens, men and women of virtue, or to add the largest amount to the sum total of human happiness and goodness. The young must be instructed in good morals, and correct habits must be implanted in the youthful mind in order to produce a generation of virtuous, upright and useful citizens.

Our system of schools, thoroughly wrought out and now in nearly universal operation, play so conspicuous a part in the nurture of the young that it is a question of the greatest importance, the most momentous concern, whether they are filling the reasonable wants of the country in this respect. Brother teachers when we enter the schoolroom we ought to be mindful of the fact that we are at the head of a seminary where mortal minds are trained for usefulness and happiness.

There is a theory which says that all educational forces should be in the church, and subject to the direction of the clergy. The

theory of American civilization, on the other hand, is that the family, the school, the church and state, are educational forces, and that they should all work in harmony to improve the race, and to produce the richest fruit from human life. So the work of the school and family ought to be in harmony, and conducive to the same great end.

Sometimes the country teachers are charged with maintaining Godless schools. It is our business to see to it that this charge shall not be true.

As the mind is higher and of more worth than the body, so the soul, the character, the moral power and habits of action are infinitely higher and of more force and value than the intellect.

The first duty of a parent to his children is to provide for them food and clothing. But shall he provide a proper diet for the body and intellect, and let the soul starve?

Why should the teacher spend so much time in training the intellect and let the pure spiritual essence within his pupils, with all its glorious capacities for improvement languish and pine? Why permit the vital spark, which God has intrusted to our care to be fanned into a bright and heavenly light, to languish and go out?

Practical Problems for Busy Workers.

Mrs. MARY S. MOFFETT, Principal Midway High School, Steele's Tavern, Va.

PRIMARY—LESSON III.

MY brother has \$9, and I have 7 times as many dollars, how many dollars have I. How many dollars have both?

2. In each of 4 cages at the Zoological gardens, are 10 owls. How many owls in all the cages?

3. A potter made 81 jars in 9 days. How many did he make in one day? If he sell the jars at 50 cents each, how many dollars will he receive for them?

4. Illustrate by drawing—one-half of 6 apples.

5. A crab has 10 legs, how many legs have 12 crabs?

6. Mr. Smith raised 964 bushels of potatoes in one field, and 368 bushels in another field. If he sell 897 bushels, how many bushels will he have left?

7. In one pavement are 2678 bricks, and in another pavement 3070 bricks. How many more bricks in the second pavement than in the first?

8. What is $\frac{1}{3}$ of 48 eagles?

9. John gathered $\frac{3}{4}$ of 1024 hickory nuts; how many nuts did he gather?

10. $6+2-4+5+7+3+2-8-4=?$

ADVANCED—LESSON III.

1. A superintendent received \$462.95 to distribute among 3 schools; their shares to be respectively as $\frac{1}{3}$, $\frac{1}{4}$, and $\frac{1}{6}$. How much did each school receive?

2. My desk is 12 inches wide, and 21 inches long; what is the length of a ruler that extends from the upper left-hand corner to the lower right-hand corner?

3. At 85 cents per yard, what will be the cost of a Brussels carpet, $\frac{3}{4}$ of a yard wide, that will cover a room 18 feet long, and 15 feet wide?

4. Mrs. Warner orders the grocer to send her 4 pounds of butter at $18\frac{1}{2}$ cents per pound; 8 ounces of cloves at 5 cents per ounce, and 6 pounds of raisins at $12\frac{1}{2}$ cents per pound. What is the amount of her bill? How much change will she receive out of a two-dollar bill?

5. What is $16\frac{2}{3}\%$ of 726 lemons?

6. How many caramels, each being $\frac{1}{2}$ of a cubic inch, can be cut from a block of candy, 3 feet long, 6 inches wide, and 4 inches thick?

7. What cost 8 gallons, 3 quarts, one pint of milk at 12 cents per gallon?

8. What part of a square mile is a field 120 rods long, and 80 rods wide?

9. What is the interest on \$625 for 4 years 6 months at 8 %?

10. How many quart boxes will be required to hold 3 bushels 3 pecks of strawberries.

[To be continued.]

Primary Reading.

By SADIE L. MONTGOMERY, Kansas State Normal School.

IT has been suggested that 30 or 40 of the words of the reader, used in original sentences, be taught before the book is taken by the class. For seat work, give the child strips of cardboard on which are written the sentences used in the recitation, and have him place the sentences in the order indicated on the board. When sentences have been analyzed, the words, written on cardboard, may be arranged in sentences. Several copies of each sentence or of each word should be made, so that the children have repeated opportunities to see. Another kind of seat work, much enjoyed by the children, combines work in reading, number, color, and figures. Draw on the board, in colored crayon, the pictures of the objects named in the lesson; place before each picture the figure telling how many times the picture is to be outlined with colored sticks; after each picture write the word. Read this with the children: "Four red tops; six red hats; two yellow balls." The child does the work with the sticks, placing beside each "picture" the word telling its name.

The children should *not* be required to write these words until they have been taught how to make the letters composing them. Because a child knows a word when he sees it is no reason why he should write it correctly; recognition and reproduction are totally different processes. If he is required to write too soon he falls into all sorts of bad habits. His attention is taken from the word to the letters composing it before he is ready to analyze. Have frequent writing lessons on single letters and the children will soon be able to write the reading lesson correctly. Those of us who are familiar with the startling *doill* (doll), *bilack* (black), etc., and the occasional marked pre-deliction exhibited by some of the children for writing backwards in putting down the words, will appreciate the above suggestion.

When the book is taken up, begin with the first lesson in which a sentence is used. Present the work much as the first script lessons

in reading on the board are presented, inducing the child, by your questions, to use the printed sentence in his answer. Talk about the picture; the persons, places and things in it; the weather, if there is anything in the picture to mark what that is; bring out by questions the *thought* of the picture as well as the objects represented. Have different members of the class tell the story of the lesson as shown in the picture, and through the insight thus obtained they will be able to read the story understandingly. Before attempting the final reading of the lesson, devote much time to preparation for reading.

There are three phases of this preparatory work. First, the child must know all the words; that is, he not only knows them when he sees them on the board or on the book, but he uses them in sentences. This word study is done in the script lessons, which are continued at the blackboard after the book has been taken up, these board lessons being kept as far ahead of the reading lessons in the book as possible. The second phase of preparatory work is the phrase study. To illustrate, take the lesson on page 30 of Harper's First Reader:

This is a red cow.

The red cow gives good milk

Can you milk this cow, my boy?

No, I cannot milk her.

It is well for the children to rest the book in the lap or on the desk in this study, as then they will not be distracted by the effort to hold it.

The drill may be given in this way: "What is the first word? Look at the next word. What are the next three words? Look at the first word again. What is the next word? Look at the next three words. What is this? This is what kind of cow? Show me the word which tells what this is. Show me the word which tells the color of the cow. This is what? (having sentence read by two or three). Show me the first three words of the second story. What are they? What does the red cow give? Show me the word which tells what the red

cow gives. What kind of milk does she give? The red cow gives what?" etc.

After two or three sentences are studied or read in turn, have the group read; then proceed to the study of the remaining sentences. With an average class, two or three recitation periods should be given to this preparation for reading. When the teacher is assured that every word and phrase is well known, so that no further mental energy must be given to the initial step of recognition of word forms, the reading proper may be given. The lesson may be read entire by one or two pupils, or as a dialogue, if it is suited to such reading. Vary the work so that the interest may not flag.

Proper expression will be secured by the method suggested as the proper one with which to begin, but if, for some reason, the oral reading is poor, try to induce correct emphasis and inflection by questioning. Beware, also, of trying to establish a stereotyped mode of expression conceived by the teacher as the only correct one. These early lessons are really so simple it is not easy always to know just how they should be read, and we may well accept hints from the pupils' interpretation, since theirs is apt to be natural and childlike.

The following points are made in answer to the first 10 questions which reached me after the issue of the November Journal.

1. I would advise the inexperienced teacher to devote herself to teaching the required reading, rather than give time to supplementary reading.

2. Sounds should be taught in a general lesson and in connection with writing, the children using their knowledge thus gained to aid them in finding out new words in their reading lessons.

3. Letters (names) should be taught in connection with the writing lessons, but not in connection with the reading at first. I have both written and oral spelling, as some learn more easily by sight than by sound. These spelling lessons train the child to look in on his own mental image of a word, and, by the manner of telling it, to picture that image.

4. I should have my first "spelling from dictation" in this wise: Books being opened at the desired page, have class tell you the word to be written, and have them spell it for you as you write it on the board. If it is correctly written, they may write it on their papers. Spell the word; sound it; use it in a sentence. The succeeding words are taken up in the same way, the children being encouraged to write without looking at the board, but not compelled to do so. In this way a wholesome pride is developed, while at the same time their knowledge is growing.

5. If the children have been taught the words, have studied the lesson, say they can read it and then hesitate in the reading, it is probably because the teacher took their word for it, instead of assuring herself that every word and phrase was understood by every child. Never ask a child to read until *you know* that he knows every word. Of course lessons must be reviewed frequently.

6. If the children never "read expressively," it may be that they do not know what "good" reading is. Having heard little or no reading, they have no standard towards which they may work. Read to them a lesson from the reader occasionally, and bright, interesting stories, asking them if they like your reading. They will easily see of what good reading consists, and unconsciously begin to work towards this ideal. The pupil who reads should be encouraged to glance at his hearers "to see if they understand what he reads." In this way, face as well as voice will grow expressive.

7. Writing a new word in order to "learn it" does not serve that purpose. In writing a word the child's attention is taken from the word itself and given to the separate letters.

To have the new word impressed, have it found in many different places in the book or on the board; pick it out from other words written on bits of cardboard; shut the eyes and "try to see it." Spelling the word in alphabet boxes, pricking it on cardboard, etc., are like writing—not a help in grasping the word as a whole.

8. The change from script to print will give no difficulty, provided the teacher makes none. The children may be relied on to see the likeness between script and print, rather than its difference. Say nothing about the new symbols, but, by your questions, provoke the child to use the printed sentence in reply, and his mind will be engaged in the association, rather than in a search for contrasts.

9. The length of the lesson and the number of new words taught depend on the ability of the children, their age, and the stage of the work. The regular rule is, short but frequent lessons; some advanced work each time, the amount to be determined by the grasp of the child. The main thing is to give the child power—to put into his hands, as rapidly as it is wise, the key to the inheritance of literature left him.

10. It is unfortunate that the lessons are ever committed to memory, but if they are, try to make use of the little power by using it in such a way that the children will be helped to read more readily. Some of the best teachers take advantage of the well-known rhymes of children to teach reading by means of this knowledge.—*Western School Journal*.

What Your Superintendent Says.

I have for many years been a constant and interested reader of the VIRGINIA SCHOOL JOURNAL.

In my judgment, it has been steadily improving in the variety and practical usefulness of its contents, until it now ranks among the best publications of its kind. It is conservative and at the same time progressive. While it gets away from the ruts of "old-fogyism" it does not run after and endorse every new-fangled "fad" that springs up in the educational world. The "Official Department" is alone well worth the subscription price of the JOURNAL to any one who is connected with the public school work of the State. Every school trustee and every public school teacher in the State ought to be a reader of our own JOURNAL.—*L. M. Shumate, Supt. Schools, Loudoun county.*

In the interest of the *pupils* and the *teachers*, I have urged my teachers to take the JOURNAL. No teacher should be without it. The most progressive of my teachers make it a labor of love to subscribe to, pay for, and read the Journal.—*J. M. Beckham, Superintendent, Culpeper county.*

Stories for Reproduction.

A Clever Idea.

A Turk was condemned to be imprisoned for life in a lofty tower. At night his wife came to weep below his window. "Cease your grief," said the husband; "go home, get a black beetle, a little butter, a skein of the finest silk, another of fine twine, another of whipcord, and a long piece of stout rope." When she brought these things to the foot of the tower, the husband directed her to touch the head of the black beetle with a little of the butter, to tie one end of the silk around him, and to place the insect on the wall with his head upwards. Deceived by the smell of the butter, which he fancied to be in store above him, the beetle went on crawling up till he reached the top. The prisoner was then able to get at the silk thread, to the end of which the wife fastened the twine. By means of this he drew up the whipcord, and by the help of the whipcord he secured the rope, which he made fast to a bar of the window in his cell. He was thus enabled to slip down to the foot of the tower and make his escape.—

Western School Journal.

A Cat on Guard.

DOT was handsome as to size; her coat was a beautiful glossy black, and at the throat was a pretty white star. Each day, as the different articles were brought in for dinner and placed on the table, the charge always was, "Now, Dot, come here and take care of this till I come back." Dot mounted guard at once on a chair at the side of the table, and was never known to leave her post till the viands were claimed. Whether it was beef, mutton, fish, or game, all was perfectly safe; and she was quite contented when a cooked morsel after dinner was given to her as a reward. Her own dinner, though placed close beside her, she never touched, but always waited till it was given her, however hungry she was known to be.

Memory Gems.

An Absent-Minded Man.

I will tell you while I can
Of an absent minded man,
And an absent-minded man was he,
Who forgot an unkind word
Just as soon as it was heard,
Such an absent-minded man was he.

In political debate
Now, I can truly state,
Such an absent minded man was he,
His opponent on the street
With a hand-shake he would greet,
Such an absent-minded man was he.

Once he left a goodly store
At a poor old widow's door,
Such an absent-minded man was he;
And, although 'twas all the same,
Quite forgot to leave his name,
Such an absent-minded man was he—
You see—
Such an absent-minded man was he.

—*St. Nicholas.*

A Lost Type.

Oh! for a glimpse of a natural boy—
A boy with a freckled face,
With forehead white 'neath tangled hair
And limbs devoid of grace.

Whose feet toe in, while his elbows flare,
Whose knees are patched all ways;
Who turns as red as a lobster when
You give him a word of praise.

A boy who was born with an appetite;
Who seeks the pantry shelf
To eat his "piece" with resounding smack—
Who isn't "gone on himself."

A "Robinson Crusoe"-reading boy,
Whose pockets bulge with trash;
Who knows the use of gun and rod,
And where the brook trout splash.

It's true he'll sit in the easiest chair,
With hat on his tousled head;
That his hands and feet are everywhere,
For youth must have room to spread.

But he doesn't dub his father "old man,"
Nor deny his mother's call,
Nor ridicule what his elders say,
Or think "he knows it all."

A rough and wholesome, natural boy
Of a good old-fashioned clay;
God bless him, if he's still on earth,
For he'll make a man some day.

—*Mrs. M. L. Rayne.*

Educational World.

Items of Interest.

VIRGINIA.

Hon. William L. Wilson has accepted the presidency of Washington and Lee University.

Dr. Thomas W. Page has been elected to the Chair of History in Randolph-Macon Woman's College. One hundred and seventy students matriculated at the college this year. Six will graduate in June.

Hon. William Jennings Bryan will deliver the final address before the literary society of the University of Virginia June 15th. He has chosen as his subject, "Jefferson Still Lives."

The Hanover Teachers' Association met in the graded school building at Ashland February 19th. The meeting was presided over by Mr. W. M. Hamlet, of Ashland school. The attendance was unusually large, teachers from all over the county being present. Essays were read by Misses C. B. Ratcliffe, on "Spelling;" A. L. Evans, on "History;" V. Campbell, on "History;" White, of Richmond, on "Love;" Mrs. Egbert, on "Schools of Present and Past," and William Hamlet, on "Method of Teaching Mensuration, Square, and Cube Root." All the papers were well prepared, and elicited much applause and most favorable comment. Besides the teachers there were present W. H. Campbell, County Superintendent; Dr. W. H. Fox, president of the Ashland School Board, and many citizens, who are interested in school matters. The association meets about every two months.

A conference of representatives of universities and colleges of the State convened at Randolph-Macon Woman's College, Lynchburg, February 19th. The following gentlemen were present: Dr. Barringer, of the University of Virginia; President Edwin Fay, of Washington and Lee University; Dr. Waterhouse, of Emory and Henry College; Professor Bagby, of Hampden-Sidney College; Professor J. D. Dreher, of Roanoke College; Dr. W. W. Smith, representing the Randolph-Macon College, at Ashland, and Professor J. L. Armstrong, of Randolph-Macon Woman's College, of this city. Dr. Barringer was elected chairman, and Professor Armstrong secretary. The opening session was devoted to a discussion of work in the preparatory departments of the universities and colleges.

GENERAL.

Advantage of Sleep.—In reply to the question, Is it wise for a man to deny himself and get along with a few hours' sleep a day to do more work? Tesla, the great electrician, is said to have replied: "That is a great mistake, I am convinced. A man has just so many hours to be awake, and the fewer of them he uses up each day, the more days they will last; that is, the longer he will live. I believe that a man might live two hundred years if he would sleep most of the time. That is why negroes often live to advanced old age, because they sleep so much. It

is said that Gladstone sleeps seventeen hours every day; that is why his faculties are still unimpaired in spite of his great age. The proper way to economize life is to sleep every moment that is not necessary or desirable that you should be awake."—*Scientific American*.

Defective Education.—The mobs, the riots, the burnings, the lynchings, perpetrated by the men of the present day, are perpetrated because of their vicious or defective education when children. We see, and feel, the havoc and the ravage of their tiger-passions now when they are full-grown; but it was years ago that they were whelped and suckled. And so, too, if we derelict from our duty in this matter, our children, in their turn, will suffer. If we permit the vulture's eggs to be incubated and hatched, it will then be too late to take care of the lambs.—*Horace Mann*.

Professor C. M. Gayley, of the University of California, will soon go East and to Europe to select twenty of the best English scholars in the world to collate a book to be published by the University. It is to be a grand edition, representative of English comedies until and including the time of Oliver Goldsmith.—*Intelligence*.

While studying the songs of birds, Mr. Charles A. Witchell soon found that young birds acquire first the call cries and alarm notes of their respective species; that in each species these notes are much less liable to vary than are the songs; and that in different species physically allied they are more alike than are the songs of those species. Another interesting feature was the prominent occurrence of a particular cry in the species; its repetition in a less marked form in one or two allied birds, in which another cry might be more pronounced; and the utterance of this second cry by some other allied birds, which had not the first mentioned note. These facts are commended by the author to naturalists as bearing on the question of a common ancestry of species.—*Popular Science Monthly*.

The report of the British Association's Committee on Scismological Observations recommends that, since it has been proved that any important earthquake is felt all over the globe, arrangements should be made for the record and study of these movements. Such records might prove as important as those of, for instance, terrestrial magnetism; and just as we have magnetic observatories in all parts of the world, so should there be scismological observatories.—*Popular Science Monthly*.

The study of the customs and religious views of the Kekchi Indians of Guatemala, by Dr. C. Sapper, has uncovered a curious mixture of pagan and Christian ideas. The people are nominally attached to the Roman Catholic Church, yet they will not worship in a church out of their own district, because they believe the god of that church cannot understand them. So, when they go away from home, they give up all religious exercises. On first crossing a mountain pass the Indians put a stone at the foot of the cross which is usually erected there, often offering flowers and incense, and sometimes dancing before it besides; but if there be no cross at the pass, the Kekchi Indian prays and brings offerings to the heathen god.—*Popular Science Monthly*.

A case of school discipline came up recently in connection with one of the schools of St. John, N. B., which caused some excitement. Opinion seems to be divided as to the wisdom of the principal's action. In a certain school pilfering has been going on for some time, greatly to the annoyance of the teachers. Marked money was exposed in one of the teacher's satchels—not exposed as a temptation, but hung upon the wall. The money was found in a shop where cigarettes were sold and it was traced to the boy who spent it. The principal immediately reported the matter to the police magistrate, who, at the request of the teacher, inflicted no severer punishment upon the boy than a reprimand, but fined the vendor of cigarettes ten dollars. A writer in the *Educational Review* thinks that the teacher did right, and remarks that the most satisfactory feature in the whole case was the imposition of a fine upon the vendor of cigarettes.—*The Educational Record*.

Professor John C. Schwab, of Yale University, will have charge this term of a course, for graduates, on the "Civic, Industrial, and Economic History of the Confederate States of America as Distinguished from Its Military History." It is said to be the first course of its kind ever opened in a northern university in the United States.

Notes.

The common or public school must always be growing better or it will be growing worse, and there can be no real improvement without effort, care and watchfulness.—*J. W. Newton, Stowe, Vt.*

The best of a book is not the thought which it contains, but the thought which it suggests—just as the charm of music dwells not in the tones, but in the echoes of our hearts.—*Oliver Wendell Holmes*.

The most important subject for educational psychology at the present time is the influence of school work to fix the pupil in permanent habits of mind on a lower plane and stop progressive development into higher activities of the mind. We call this the doctrine of arrested development. In some primary schools great pains is taken to make the pupil perfect in the elementary rules of arithmetic. Classes are practiced in adding columns at sight, upward and downward, until the work can be done as rapidly as by a skilled accountant at a mercantile establishment. This is very likely to fix the child's mind in the stage of remembering and observing numbers, and by as much as this habit is formed it distracts the attention of the pupil from the other and more important objects. Goethe had seen deeply this danger of arresting development in certain lines. His doctrine regarding play or amusement keeps this subject in view. First tendencies on the part of young people seem to him to have importance in two directions: First, these tendencies proceed from within and are the fountain of self-activity. Secondly, they may be wrong tendencies, and if they are made permanent have a tendency to wreck the whole life.—*Dr. William T. Harris*.

When one set of muscles or faculties has become tired from use, a sense of rest is experienced by bringing another set into action, provided the aggregate vitality at command has not been exhausted. This is the rest of change or variety of employment. It is the method of relief from the dreariness of monotony, and one of which the teacher should take advantage in the arrangement of courses of study and daily programmes. Upon this principle the study of natural history is a rest from the study of mathematics, and calisthenics is a rest from all intellectual activity.—*Johannot's Principles and Practice of Teaching*.

Not a few teachers have I known who were incapacitated for good teaching by their very "experience." Their minds have become circles closed to all new ideas and inspirations, and glazed over with uniformity and self-complacency.—*Dr. B. A. Hisdale*.

He is not the best teacher who does the most for his pupil, but rather he who enables the child to do most for himself.—*Professor D. Putnam*.

The following paragraph from the *Toronto Evening News*, quoted in *The Educational Record* of Quebec, is as applicable to Virginia as it is to Canada: "Encourage the school teacher. There are many heart-sick school teachers in this city whose work would be lightened by a few words of appreciation from parents whose children have been the subject of deep anxiety through the long term, and who have had the best care and training which the teachers are capable of imparting. Unfortunately there are few parents who ever give the matter sufficient thought to realize what they owe to the school teacher. One who leaves himself or herself open to censure is not long in getting it. In such cases the parents have a lively appreciation of their rights, and they are not slow in letting the dominie know what they think of him. It is pretty hard for him to swallow, but he takes his medicine quietly, as a rule, and that is the best thing to do. But parents, who are quick to resent the exercise of undue authority by the teacher, rarely, if ever, think of the infinite patience and forbearance that are necessary in the training of children, and as a result they do not as a rule make allowance for the human nature in the teacher. They expect him to be infallible. Parents who cannot train two or three children in their homes have only condemnation for a teacher if he or she fails to manage sixty or seventy, and teach them the three R's whether they will or no. Another class of parents—and they form the majority—do not think of it. They would express their satisfaction if the teacher came to them, but it is too much trouble to go to the teacher or to write him a note. If parents but knew the encouragement the men and women who teach would derive from a frank acknowledgement of the value of their services and an expression of gratitude for the patience exercised towards their children, thousands of them would hasten to thank those who have been faithful to their duty. It would also inspire them to fresh exertions in behalf of those committed to their care."

If children learn nothing else in school, they should learn how to use their own language. This is the key to the learning of all time, the instrumentality whereby all knowledge is shared and distributed among men. It is, moreover, the only branch of a school education all of which the pupils will find of positive practical use at all periods of their life. Beyond the merest elements, how much of the arithmetic learned in school is of real use to one pupil out of ten? How much of it is remembered by the very large class who have no occasion to employ it in later life? Beyond the great facts that could be taught in a few lessons, how much of the geography is remembered in after years by the vast majority who have learned it in school? In travelling in Europe, and even in parts of our own country, one has to learn the geography all over again. I have to go to the gazetteer for hundreds of facts that I had to commit to memory in my school days; and if I want some of the same facts again six months later, the chances are that I shall have to go to the gazetteer again. I do not care to lumber up my memory with such knowledge when I know where to find it if I have occasion to make some temporary use of it. So with the minutiae of history, which are memorized so laboriously in school, and forgotten so easily afterwards. It is only teachers and critical students of history who remember them, or to whom they are of sufficient value or interest to justify any special effort to retain them; but all that we learn in the study of language, if it is taught aright, is of immediate and enduring value. Every new thing we come to know in literature is a joy forever. Your school boys and school girls, after they have become fathers and mothers, will testify to the truth of this. I am old enough to speak on this point from my own experience. I began teaching forty years ago, and from the start I combined work in literature with that in language. I have met many of my pupils long after they had grown up and become settled in life, and I have found them enjoying good books and training their children to the same habits and tastes. They tell me that of all the lessons they had in school those in English have been the most helpful, stimulating, and inspiring ever since.—*William J. Rolfe, Educational News.*

It may be that some time in the future our methods of teaching will reach such a degree of perfection that we shall be able to do all the work required of us within the present school hours, but home lessons are yet a necessity. There are two classes of parents that the teacher has to dread. One living for the most part in the cities, which objects to home lessons almost *in toto*; the other, residing in the rural districts, which is forever complaining that the children have not enough to do at home. I can only urge, as I have done before—give as few home exercises (requiring manual excellence) as possible, as doing such work to advantage and with profit, are few in many homes. Do not permit lessons supposed to be prepared at home to be studied in school. If there is time for such, allow it for the entire preparation of one or more home lessons. I think we should devote more time to instructing pupils how to prepare home lessons. How often do we hear parents say: "I

heard my boy or girl recite the lesson and he knew it perfectly." The teacher often takes a different view of the matter, and it is not strange. Parents' well intentioned efforts to assist their children at home should not be discouraged, but their methods are not the methods of trained teachers. Their memoriter work will not do, hence the pupil should have an exact idea of what is required of them, and above all should be taught system in connection with home work. The pupil who steals desultory glances at his home work whenever his attention is not otherwise occupied and who depends upon the few minutes allowed in school, will profit but little by it.—*Educational Review.*

NEW BOOKS.

THE STORY OF THE CHOSEN PEOPLE. By H. A. Guerber, author of *Myths of Greece and Rome*, etc. Cloth, 12mo, 240 pages illustrated. Price, 60 cents. American Book Company, New York, Cincinnati and Chicago.

In this little volume the story of the Chosen People or Hebrews is told in the same objective manner as the story of the Greeks and of the Romans by the same author. As in those companion volumes of the Eclectic School Readings, the great characters and events of history are described in the form of interesting stories which cannot fail to attract the attention and impress the minds of young readers. The nature of the subjects in this book gives it a peculiar interest. Beginning with the creation it gives in a connected series of stories, an outline of the most important events in the history of the Chosen People. While these stories are derived from the Old Testament, they are told from a purely secular standpoint, simply as historical stories without any reference to their doctrinal or religious significance. The book is well adapted for supplementary reading in schools, the narrative being written in the simplest style and easily within the comprehension of pupils in the third and fourth reader grades. It is beautifully illustrated by twenty-two full page reproductions of celebrated paintings, numerous small cuts, and by sketch maps of Jerusalem and the Holy Land.

A BRIEF HISTORY OF THE NATIONS AND OF THEIR PROGRESS IN CIVILIZATION. By George Park Fisher, LL. D., Professor in Yale University. Cloth, xiii. + 599 pp. \$1.50. American Book Company.

While few readers will find the time to make anything like a thorough study of general history, it remains true that no intelligent man, or one of affairs, can do without a generous knowledge of the peoples who have made the world's history. Only the specialist can devote himself to close investigation. Even such a work as Dr. Fisher's "Outlines of Universal History" will fall beyond the reach of most readers.

The "Brief History," however, is at once fitted for the school room and for the after-use of the student; it is brief in form, discriminating in analysis, and the matter is happily presented. The judicious balancing of historic facts and a just perspective give this book highest value. Dr. Fisher has gone over a vast field with the keen insight of the scientist in grouping the essential and has

used the artist's hand in presenting vivid pictures. This book is valuable, readable, and one to be *studied*. There is nothing dull about it; it will quicken the larger study of history and its philosophy. The pupil who reads carefully and *masters* this Brief History will have a substantial working knowledge of the world's history.

The historical sense—accuracy and impartiality—is maintained throughout, if, perhaps we except some colorings of the author's own when dealing with certain events of recent American history. It seems a foregone conclusion that contemporaries rarely understand thoroughly the causes of their civil wars and present impartial pictures of them. Here, it seems, that the judicial instinct is always at fault. Excellent illustrations and maps add greatly to the value of the book. We note some inaccuracies in dates (pp. 551, 557, etc.) These are, however, of little moment.

THE HAPPY METHOD IN NUMBERS FOR LITTLE PEOPLE.
A Manual of Instruction for Teachers and Mothers.
By Emily E. Benton. C. W. Bardeen, Syracuse, N. Y. Cloth, 96 pp. Price, 50 cents.

Much of the best thought of recent writers and the special methods of the author in regard to instruction in primary numbers are included in this attractive little volume. Teachers in primary grades will find the book of value.

The first and second numbers of the *Journal of School Geography* have reached us. This monthly will be conducted by a corps of able teachers and specialists, under the direction of Professor Richard E. Dodge, of the New York City Teachers' College.

If the numbers already received are an earnest of the future, then all teachers of geography will be delighted. This journal is timely and immediately useful.

LOCALISATION OF CUTANEOUS IMPRESSIONS BY ARM MOVEMENT WITHOUT PRESSURE UPON THE SKIN, by Professor Celeste S. Parrish, A. B., Randolph-Macon Womans College, is the subject of a contribution to the *American Journal of Psychology*, by this distinguished Virginia teacher.

The Monograph reviews the experiments made by experts in this and other countries, and tabulates results reached by the writer and her pupils.

The technical character of the article will, perhaps, limit its readers to the comparatively small circle of scientific students,—that the article finds place in the *Journal of Psychology* evidences its scientific value.

It is pleasant to know that the young women of the country have such teachers, and that laboratory work is not limited to the colleges for males.

THE MAGAZINES.

Among the interesting articles in *Lippincott's* for March are: "Dead Selves" (complete), by Julia Magruder; "The Deserts of Southeast California;" "Sue's Wedding;" "A Dilemma of the Day;" "The Contributor His Own Editor."

McClure's Magazine for April will contain a series of life portraits of Alexander Hamilton and his wife, and a study of Hamilton's life and public services by his chief biographer, the Hon. Henry Cabot Lodge.

Conan Doyle contributes to the March *McClure's* an account of his his own adventures and experiences as a surgeon on a Greenland whaler. The paper is illustrated with numerous pictures of Arctic sealing and whaling.

Many important articles and striking stories have been secured by *Frank Leslie's Popular Monthly* for publication during the year, among them an illustrated paper on "The King's Daughters and Sons," by Louise Seymour Houghton, one of the leading spirits of that great order.

A novel method of presenting the newest and freshest Eastertide creations of Paris milliners has been adopted by *The Ladies' Home Journal* for March. In that magazine the new French hats and bonnets are pictured as they are worn. This unique display is useful, therefore, in pointing out clearly not only Fashion's decree, but the styles in headdress best suited to several contrasted types and faces.

The decline in efficiency of legislative bodies is discussed in the March number of the *Atlantic Monthly* by Mr. Francis C. Lowell, who writes by the light of his own experience as a member for two terms of the Massachusetts House of Representatives. Mr. Lowell carefully analyzes the hindrances to legislative efficiency and dignity, and proposes simple and fundamental remedies.

The publishers of the *Atlantic* announce that the third edition of the March issue of the magazine is now ready. The unusual demand for this number has already completely exhausted two editions, and the third is now ready for delivery.

The widespread interest in public affairs in this country is well illustrated by the large sale of the March issue of the *Atlantic*, which contains John Fiske on the Arbitration Treaty and Woodrow Wilson on President Cleveland. The scholarly treatment of the subject by John Fiske makes the intricacies of this treaty wonderfully plain and shows it in all its broad significance. The recent inaugural ceremonies at Washington, closing the career of Mr. Cleveland as our chief magistrate, bring him more than ever before the public eye, and Mr. Wilson treats his career with judicial fairness.

Appleton's Popular Science Monthly for March has something for every reader who has any interest in science, and much for most readers. Prof. William Z. Ripley continues his series on "Racial Geography" with a paper explaining how the shape of the head is made use of in studying race. It is illustrated with many typical heads. A contribution to the much-discussed question of the harmfulness of alcohol is given by Prof. C. F. Hodge, who describes, with illustrations, certain "Experiments on the Physiology of Alcohol, Made Under the Auspices of the Committee of Fifty." The "Confessions" of a Normal-School Teacher," by M. H. Leonard, is a breezy comparison of the training for teaching afforded by the college and by the normal school. Prof. D. W. Hering, of New York University, tells what progress has been made in "A Year of the X Rays," with skiagraphs and figures of apparatus. The modes of obtaining and manufacturing "India Rubber and Gutta Percha" are described by Clarke Dooley. State education and the conflict of belief with science are the subjects discussed in the Editor's Table. New York: D. Appleton & Company. Fifty cents a number, \$5 a year.

Official Department.

JOHN E. MASSEY, LL.D., *Superintendent Public Instruction*, EDITOR.

The Journal is sent regularly to County and City Superintendents and Clerks of District School Boards, and must be carefully preserved by them as public property, and transmitted to their successors in office.

[Circular No. 142—Program, Superintendents' Conference.]

PRELIMINARY PROGRAM.

VIRGINIA SUPERINTENDENTS' CONFERENCE.

RICHMOND, MONDAY, MAY 3, 1897.

HALL OF HOUSE OF DELEGATES.

8:30 P. M.—Opening Exercises.

Prayer.

Music.

Address of Welcome—[To be supplied.]

Response—Wm. M. Perkins, Superintendent Pulaski County.

ADDRESSES:

Governor Charles T. O'Ferrall,

President of the State Board of Education.

Attorney-General R. Taylor Scott,

Member of the State Board of Education.

TUESDAY, MAY 4TH.

10 A. M.— 1. *Summer Normal Schools—How can they be improved and better attendance of teachers secured?*

Paper by Thomas E. Barksdale, Superintendent Halifax County.

DISCUSSION:

W. D. Smith, Superintendent Scott County.

S. S. Wilkins, Superintendent Northampton County.

George H. Hulvey, Superintendent Rockingham County.

2. *Improvement of Rural Schools.*

Paper by J. B. McInturff, Superintendent Shenandoah County.

DISCUSSION:

George R. Huffard, Superintendent Wythe County.

S. F. Chapman, Superintendent Alleghany County.

George R. Blick, Superintendent Brunswick County.

3. *Establishment of County High Schools.*

Paper by Lee Britt, Superintendent Nansemond County.

DISCUSSION:

Cary Breckinridge, Superintendent Botetourt County.

George W. Grigsby, Superintendent King George County.

C. G. Massey, Superintendent Clarke County.

3 P. M.— 4. *Graded Course of Study for Rural Schools.*

Paper by M. D. Hall, Superintendent Fairfax County.

DISCUSSION :

R. C. Stearnes, Superintendent Roanoke County.

L. S. Foster, Superintendent Mathews County.

F. B. Watson, Superintendent Pittsylvania County.

5. *Multiplication of Schools—How to arrest it.*

Paper by W. M. Davidson, Superintendent Lee County.

DISCUSSION :

W. F. Hogg, Superintendent Gloucester County.

W. H. Campbell, Superintendent Hanover County.

W. H. Mitchell, Superintendent Carroll County.

8:30 P. M.— 6. *The Relation of Parents to the Public Schools.*

Paper by D. L. Pulliam, Superintendent Manchester.

DISCUSSION :

J. S. Saville, Superintendent Rockbridge County.

E. C. Powell, Superintendent Dinwiddie County.

G. A. Willis, Superintendent Floyd County.

7. *School Libraries—Reading Circles—Educational Literature.*

Paper by Thomas E. Royall, Superintendent Nottoway County.

DISCUSSION :

A. G. Pendleton, Superintendent Smyth county.

C. C. Paris, Superintendent Charlotte County.

B. H. Hansel, Superintendent Highland County.

WEDNESDAY, MAY 4TH.

10 A. M.— 8. *Superintendents' Supervision—Its Character and Extent.*

Paper by L. M. Shumate, Superintendent Loudoun County.

DISCUSSION :

F. T. West, Superintendent Louisa County.

R. A. Dobie, Superintendent Norfolk City.

H. Meade, Superintendent Amelia County.

9. *The Relation of Language to Thought.*

[To be supplied.]

10. *Grading Teachers' Salaries—Prompt Payment of Teachers—Is the present law effective? If not, the Remedy.*

Paper by W. C. Marshall, Superintendent Fauquier County.

DISCUSSION :

W. A. Blankingship, Superintendent Chesterfield County.

J. W. Banks, Superintendent Madison County.

John Deskins, Superintendent Buchanan County.

11. *Examination and Certification of Teachers—State Board of Examiners.*

Paper by Gavin Rawls, Superintendent Isle of Wight county.

DISCUSSION :

D. M. Brown, City Superintendent Petersburg.

M. M. Lynch, Superintendent Frederick county.

J. H. Stephens, Superintendent Montgomery county.

12. *Course of Study for City Schools.*

Paper by E. C. Glass, Superintendent Lynchburg.

DISCUSSION :

J. H. Bader, Superintendent Staunton.

Thomas T. Powell, Superintendent Newport News.

B. Rust, Superintendent Roanoke city.

8.30 P. M.—13. *"School Discipline and Morals."*

Hon. W. T. Harris, U. S. Comm'r of Education.

GENERAL DISCUSSION.

THURSDAY, MAY 5TH.

10 A. M.—14. *School Legislation.*

[A Committee on School Laws will be appointed shortly, and the members may, in advance of the meeting, consider needed school legislation, and be prepared to formulate a report for consideration by the Conference.]

Report of committee, and discussion of report.

The entire morning session will be given to the report and discussion.

3 P. M.—15. *Compulsory Education.*

Paper by Robert Williamson, Superintendent Richmond county.

DISCUSSION :

F. W. Lewis, Superintendent Lancaster county.

H. D. Ragland, Superintendent Goochland county.

P. H. Williams, Superintendent Tazewell county.

16. *Improvement of School Houses and Grounds.*

Paper by H. M. Clarkson, Superintendent Prince William County.

DISCUSSION :

James E. Clements, Superintendent Alexandria County.

R. A. Preston, Superintendent Washington County.

Chancellor Bailey, Superintendent Spotsylvania County.

8.30 P. M.—17. *Manual Training.*

Hon. J. L. M. Curry,

General Agent Peabody and Slater Education Boards.

GENERAL DISCUSSION.

The person first named after each subject will read a paper on that subject.

The discussions will be opened by the speakers in the order in which their names appear. Thereupon the subject will be declared open for brief general discussion.

Thirty minutes will be allotted to the reading of each paper, and ten minutes to each speaker.

The deliberations of the Conference will be public, and all school officers, teachers and others interested in educational work are cordially invited to attend.

The authorities of the various transportation lines in the State have adopted special rates for Superintendents and others who expect to attend the meeting. Certificates will be sent to Superintendents in due time. School trustees and others interested may obtain them on application to the Secretary. Arrangements have been made for special rates for board and lodging at the hotels.

The final programme will be published in circular form for distribution at the meeting. This circular will also furnish full information concerning transportation and hotel rates &c.,

Superintendents who arrive in the city before the time appointed for the opening of the meeting are requested to report to the Secretary of the Board of Education, Room 33, State Library Building. Those who arrive during the session of the Conference will please be careful to report to the Secretary before taking their seats as members of the body.

All papers read must be handed to the Secretary, and a brief outline of each discussion should be furnished him.

John E. Massey,

President Superintendents' Conference.

J. A. MCGILVRAY,
Secretary.

[Circular No. 143—Course of Study, Summer Normals.]

COMMONWEALTH OF VIRGINIA,
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
RICHMOND, April 1st, 1897.

Summer Normal Schools—Outline Course of Instruction.

[In outlining this course, it is impossible to give the details of the work, or the methods by which it is to be done. These are left to the tact and skill of the instructor.]

Junior Year.

[This class will comprise teachers holding second and third grade certificates, new applicants for certificates, and teachers who have not attended a State Summer Normal School within the past three years.]

I. Reading:

Learning to read—Simple and familiar words taught by word method—Illustrations on blackboard and charts—Meaning and combination of words used—Silent and oral reading—Diacritical marks—Exercises in vocal culture—Position—Pronunciation—Enunciation—Expression—Supplementary reading: Function and matter—Cultivation of taste for good reading—Home reading—Model lessons for illustration.

II. Language:

Beginnings of sentence making—The Thought and the Language—Development of thought and expression, oral and written—Reproduction—Conversation Lessons on Human Body, Animal and Plant Life, &c.—Correct habits in oral expression—Classification of sentences with respect to use and form—Different forms of the sentence—Chief Parts and their Helpers—Capitalization—Punctuation—Abbreviation—Penmanship—Letter-writing—Compositions. Illustrate by written compositions in class, instructor examining and criticising.

III. Arithmetic:

Primary Methods—Greatest Common Divisor—Least Common Multiple—Common Fractions—Decimal Fractions—United States Money with its applications to Bills and Accounts—Denominate numbers—Practical examples, mental and written.

IV. Geography:

First steps—Observation lessons—Map of schoolroom—Map of school grounds—Develop idea of map—Use of maps—Use of globe—Land forms and their meaning—Relief—Slope—River basins—Continental structure—Blackboard exercises for illustration—Mathematical geography—Illustrations with globe—Study of geography of Virginia.

V. United States History:

Educational value of historical study—Teaching points, and the order of their presentation—Prehistoric Peoples—Early discoveries and settlements—Colonies and their Development—War of the Revolution—Development of the States—Political Parties and their Tenets—Illustrate by outline maps and blackboard sketches—A few leading facts and important events of Virginia History—Historical recreations.

VI. Physiology:

[Physiology has recently been added to the list of prescribed subjects, and it is desired to have it taught in elementary form in all the schools.]

The Skeleton: Form, structure, uses, etc., of the bones.
The Muscles: Use, structure, action, etc. The Skin: Structure, functions, etc. Care of the Body—Effects of alcohol on the human system—Hygiene in the schoolroom.

VII. Spelling and Dictation (*Alternating*):

Words and sentences, oral and written, selected from lessons assigned in speller, reader, and other textbooks. Meaning of words tested by use in sentences, oral and written. Model lessons in written spelling. The importance of the spelling exercise to be emphasized. Rules—Dictation exercises.

VIII. Drawing :

Every teacher should understand the principles of drawing, and be able to put them into practice. The training of the eye and the hand, and the power, acquired through drawing, to express ideas gathered through the eye, ear, or other means, quicken intellectual activity in all branches of study.

IX. Theory and Practice of Teaching :

The Teacher: His spirit, responsibility, personal habits, literary qualifications, relations to his profession; relations to the parents of his pupils; his rewards—Making daily program—Right modes of teaching—Exciting interest in study—Conducting recitations—School government.

Senior Year.

[This class will comprise teachers holding first grade certificates and teachers who have attended at least one State Summer Normal School within the past three years.]

I. Reading :

Physical element—Key words—Picture making—Contrast—Inflection—Articulation—Quality of voice—Emphasis—Force—Rate of movement—Transition—Reading poetry—Supplementary reading: Function and matter—Cultivation of taste for good reading.

II. Language :

The meaning of words by their use in conversation and in reading, by illustration, by popular definitions, by the dictionary, by synonyms, by etymology. Composition writing: Selection of subject—Sources of material—Arrangement of matter—Style of expression—General suggestion—Class work. Complete analysis of simple, complex, and compound sentences.

III. Arithmetic :

Longitude and time—Simple proportion—Compound proportion—Percentage—Applications of percentage: Commission and brokerage, stocks, profit and loss, insurance, taxes, customs, simple and compound interest, partial payments, discount, equation of payments, exchange. Thorough drill in practical examples, both mental and written.

IV. Geography :

Structure—Winds—Climate—Plants and Animals—Industrial pursuits of man—Minerals—Governments. North America—Physical divisions and features, political divisions. United States—General description, government, history, agriculture, manufactures, commerce, mining, physical divisions and features. Relation of Geography to other studies. Outline map of the United States—Detail map of Virginia. Blackboard exercises for illustration.

V. History of the United States :

Value of historical study—Scope of work—Objects to be accomplished—Relation to other studies—Study by topics—Use of text-books—Method of recitations. Study in detail from Washington's administration to

Lincoln's—Blackboard analysis—Geographical illustrations—Leading facts and important events in Virginia history—Historical recreations. Use of diagrams, maps and charts.

VI. Physiology :

Respiration and the Voice—The Circulation—Digestion and Food—Hygiene in the schoolroom.

[Physiology has recently been added to the list of prescribed subjects, and it is desired to have it taught in all the schools.]

VII. Spelling and Dictation (Alternating) :

Words and sentences, oral and written, selected from lessons assigned in speller, reader and other text-books. Meaning of words tested by use in sentences, oral and written. Model lessons in written spelling. The importance of the spelling exercise to be emphasized. Rules—Dictation exercises.

VIII. Drawing :

Every teacher should understand the principles of drawing, and be able to put them into practice. The training of the eye and the hand, and the power acquired through drawing to express ideas gathered through the eye, ear, or other means, quicken intellectual activity in all branches of study.

IX. Theory and Practice of Teaching :

School organization—Grades—Classes—Incentives to study: Emulation, Prizes. School government—Requisites in the teacher for good government—Means of securing good order—Punishments, proper and improper—Corporal punishment—Motives. School arrangements—Plan of day's work—Recesses. Assignment of lessons—The art of questioning—Reviews—Examinations—Exhibitions—Celebrations. Things to be performed.

Psychology—in its relation to the teacher's work. Definitions and general statements—The nature of the Mind—General powers—The intellect—The presentative powers—The representative powers—The reflective power—The sensibility—The will.

Each school will be divided into sections, and regular class recitations made a leading feature. Correct methods of teaching will be exemplified in the work of instructors.

Conductors will conform as nearly as practicable to the course outlined, in order that the work may be thorough and as nearly uniform as possible.

It is suggested that, as far as practicable, evening lectures on educational topics be made a feature of each school. These lectures will awaken in the community an interest in public education, and give teachers a glimpse of that broader culture so essential to the highest success in teaching.

I desire to impress upon teachers the fact that this, or any other scheme, however perfect, depends, after all, for its success upon their earnest co-operation. It is therefore expected :

1. That teachers will attend these schools for improvement.
2. That they will regularly attend the class room and other exercises.

3. That they will master the work as it progresses.
4. That they will faithfully pursue the course of reading recommended.

BOOKS PRESCRIBED FOR THE COURSE OF READING.

[Teachers should carry with them some text-book on every subject in this outline.]

Helps in Teaching Reading. Lothrop Publishing Company, Boston.....48 cents.
The Teaching of Geography. (Geikie.) Macmillan & Co., New York.....60 cents.
The Oswego Methods of Teaching Geography. (Farnham.) C. W. Bardeen, Syracuse, N. Y.....35 cents.
Page's Theory and Practice of Teaching. (Payne.) American Book Company, New York.....60 cents.

Price to teachers, postpaid.

Elements of Psychology. (Hewett.) American Book Company, New York.....75 cents.
Parker's Talks on Teaching. E. L. Kellogg & Co., New York.....90 cents.

A certificate will be issued to every teacher who attends every class and earnestly pursues the work for the full period of any one of the schools. Superintendents are authorized to renew for one year (without re-examination) the licenses of teachers who receive these certificates, and district boards are urged, other things being equal, to give preference to those who obtain them.

NOTE.—This course does not apply to the School of Methods or to the Summer session of the Virginia Normal and Collegiate Institute (Petersburg.)

PROGRAM OF DAILY WORK.*

Instructors.	8.30-8.45	8.45-9.20	9.20-9.55	9.55-10.30	10.30-11.05	11.05-11.40	11.40-12.15	12.15-12.50	12.50-1.25	1.25-2.
No. 1.	OPENING EXERCISES.	Senior (Sec. A.) History.	†	Junior (Sec. C.) History.	Junior (Sec. D.) History.	Senior (Sec. A.) Geography.	Senior (Sec. B.) History.	Junior (Sec. C.) Geography.	Junior (Sec. D.) Geography.	Senior (Sec. B.) Geography.
No. 2.		Senior (Sec. B.) Physiology.	Senior (Sec. A.) Physiology.	†	Junior (Sec. C.) Physiology.	Senior (Sec. B.) Spelling or Dictation.	Senior (Sec. A.) Spelling or Dictation.	Junior (Sec. D.) Physiology.	Junior (Sec. C.) Spelling or Dictation.	Junior (Sec. D.) Spelling or Dictation.
No. 3.		Junior (Sec. C.) Language.	Junior (Sec. D.) Language.	Senior (Sec. A.) Language.	Senior (Sec. B.) Language.	†	Junior (Sec. D.) Drawing.	Senior (Sec. A.) Drawing.	Senior (Sec. B.) Drawing.	Junior (Sec. C.) Drawing.
No. 4.		Junior (Sec. D.) Arithmetic.	Junior (Sec. C.) Arithmetic.	Senior (Sec. B.) Arithmetic.	Senior (Sec. A.) Arithmetic.	Junior (Sec. D.) Reading.	Junior (Sec. C.) Reading.	Senior (Sec. B.) Reading.	†	Senior (Sec. A.) Reading.
Conductor.		Supervision.	Senior (Sec. B.) Theory and Practice.	Junior (Sec. D.) Theory and Practice.	Supervision.	Junior (Sec. C.) Theory and Practice.	Supervision.	Supervision.	Senior (Sec. A.) Theory and Practice.	Supervision.

*This program provides for two Junior and two Senior Sections, but the number of Junior and Senior Sections will, of course, depend upon the number of teachers assigned to these classes, respectively, under the rules given for classification.

† These periods are allotted for rest of instructors.

As far as practicable, the two subjects most closely allied will be assigned to each instructor, due regard being had to an equitable distribution of the work.

John E. Massey,

Superintendent Public Instruction.

Reduced rates of transportation for Superintendents and others who expect to attend the Conference :

Atlantic Coast Line—Round-trip tickets from Petersburg and stations on Petersburg road at four cents per mile, one way.

Atlantic and Danville Railroad—Four cents per mile, one way, for round trip.

Baltimore and Ohio Railroad—A fare and a third for the round trip. Special card orders must be procured from the Secretary of the Conference in advance.

Chesapeake and Ohio Railway—One fare and a third on certificate plan. [Purchase straight ticket to Richmond, procuring certificate from agent at starting point, which, when signed by the Secretary of the Conference, will authorize the sale of return ticket at one-third rate.]

Farmville and Poughatan Railroad—Four cents per mile one way, for the round trip.

Norfolk and Western Railway—Round-trip tickets at a fare and a third.

Norfolk and Southern Railroad—Full fare to Norfolk going; one-half fare returning. [Return tickets on sale at Norfolk, May 6-8.]

New York, Philadelphia and Norfolk Railroad—Round-trip tickets 2½ cents per mile traveled.

Richmond, Fredericksburg and Potomac Railroad—Special round-trip excursion tariff.

Seaboard Air Line—Four cents per mile, one way, for round trip.

Southern Railway—Four cents per mile, one way, for the round trip.

South Atlantic and Ohio Railroad—One fare for the round trip. Purchase tickets to Bristol, present certificate at company's office for return passage.

Round-trip rates from competitive and junction points:

From	Via	Rate.
Burkeville.....	Southern Railway.....	\$2 10
Charlottesville.....	Chesapeake and Ohio.....	3 90
Clarksville.....	Southern Ry., A. & D.....	4 20
Danville.....	Southern Ry., A. & D.....	5 65
Emporia.....	Atlantic Coast Line.....	2 95
Jeffress.....	Southern Ry., A. & D.....	4 10
Moseley.....	Southern Railway.....	85
Orange.....	Chesapeake and Ohio.....	3 40
Petersburg.....	Richmond and Petersburg.....	1 00
South Boston.....	Southern Railway.....	4 35

Tickets will be placed on sale May 3rd and 4th, and will be good for return passage until May 8th. Obtain certificate from ticket agent at starting point, showing fare paid. This certificate will be furnished by ticket agent on presentation of certificate of identification to be obtained of the Secretary of the Conference.

STATE SPELLING CONTEST.

FIRST REPORT—FREDERICKSBURG CITY.

Hon. John E. Massey, Superintendent Public Instruction, Richmond, Va.

DEAR SIR: In pursuance of Circular No. 141 (which I failed to receive, but saw published in the VIRGINIA SCHOOL JOURNAL), I submit the following report of the contests in spelling, held in the public schools of Fredericksburg, in conformity with requirements of said circular:

- (a) Total number of schools taking part in contest (white 5, colored 3)..... 8
- (b) Total number pupils in city taking part in contest (white 214, colored 101).....315
- (c) Total number pupils in city spelling all words correctly..... 0
(As many as 29 words out of 30 were correctly spelled by several pupils.)
- (d) Percentage of words correctly spelled..... 34.3%

Under our graded system of schools a large number of the pupils taking part in these contests were quite young, and just using the Fourth Reader. This, in a measure,

accounts for the low percentage of words correctly spelled.

Allow me to say that these contests, in my judgment, will prove of great benefit to the schools in awakening interest of superintendents, teachers, pupils, and parents in their work, and while the facts do not appear on the face of this report, yet the pupils who are doing *solid work* in their respective grades, made creditable exhibits in these contests.

Respectfully submitted,

B. P. WILLIS,

Superintendent Schools, Fredericksburg, Va.

[Superintendents McInturff and Blankingship issued circulars to their teachers requesting them to comply with the requirements of Circular No. 141. This circular was published only in the JOURNAL.]

"HAVE TEACHERS RECEIVED PAY FOR LAST MONTH?"

(From Superintendents' February Reports.)

[Every school district should have a monthly "pay day" for teachers, and teachers should get their money on that day. In several counties school officers have devised ways and means for doing this, and superintendents of other counties should take the matter in hand and never relax their efforts until a monthly "pay day" shall have been established in every school district in the State.]

Accomac: "Yes."

Albemarle: "They have."

Alexandria city: "Yes."

Alexandria county: "They have."

Alleghany: "Report not received."

Amelia: "Not all."

Amherst: "No."

Appomattox: "One."

Augusta: "Yes."

Bath: "I think so."

Bedford: "No."

Bland: "No."

Botetourt: "Yes."

Bristol: [Superintendent using old form.]

Brunswick: "No."

Buchanan: "Yes, sir."

Buckingham: [Superintendent using old form.]

Bucna Vista: [Superintendent using old form.]

Campbell: "Three report 'Yes,' ninety-four 'No,' and eleven do not say."

Caroline: "The warrants have been issued, but do not know whether all have drawn their money or not."

Carroll: "They have not."

Charles City: "Not all, but will soon."

Charlotte: "No."

Charlottesville: "Yes."

Chesterfield: "They have not."

Clarke: "Yes."

Craig: "Yes."

Culpeper: "Not all of them."

Cumberland: Report not received.

Danville: "Yes."

Dickenson: "No."

Dinwiddie : "No."
 Elizabeth City : Report not received.
 Essex : "Don't know."
 Fairfax : Report not received.
 Fauquier : [Superintendent using old form.]
 Floyd : "No."
 Fluvanna : "The money is ready, but all have not yet applied for it."
 Franklin : "Some few have."
 Frederick : "Yes."
 Fredericksburg : "Yes."
 Giles : "They have."
 Gloucester : "No."
 Goochland : "Only a few of them."
 Grayson : "Yes."
 Greene : "Some have ; some have not."
 Greenville : "Yes."
 Halifax : "Yes."
 Hanover : "Yes."
 Henrico : "They have."
 Henry : "Yes."
 Highland : "Yes."
 Isle of Wight : "Yes."
 James City : "They have."
 King and Queen : [Superintendent using old form.]
 King George : "No."
 King William : Report not received.
 Lancaster : [Superintendent using old form.]
 Lee : "No ; but the fourth month claims are being paid."
 Loudoun : "Warrants are cashed when presented."
 Louisa : Report not received.
 Lunenburg : "Payments have been suspended for a time, on account of the death of our treasurer."
 Lynchburg : Report not received.
 Madison : [Superintendent using old form.]
 Manchester : [Superintendent using old form.]
 Mathews : "Most of them."
 Mecklenburg : "Nearly so."
 Middlesex : [Superintendent using old form.]
 Montgomery : "Very few have been paid."
 Nansemond : "Yes ; I think so, as the treasurer pays them promptly."
 Nelson : [Superintendent using old form.]
 New Kent : "They have."
 Newport News : "Yes."
 Norfolk city : Report not received.
 Norfolk county : "Yes."
 Northampton : "Twenty-five have, twelve have not, and nine do not report."
 Northumberland : "They have."
 Nottoway : "Yes."
 Orange : "Not all."
 Page : [Superintendent using old form.]
 Patrick : "They have not. They have received pay for first and second months."
 Petersburg : Report not received.
 Pittsylvania : "My report is the same as for last month—in two districts only."
 Portsmouth : "Yes."

Powhatan : Report not received.
 Prince Edward : "All."
 Prince George : "Yes."
 Princess Anne : "Most of them have."
 Prince William : "Yes."
 Pulaski : [Superintendent using old form.]
 Radford : "Yes."
 Rappahannock : "I think all who have presented their warrants to the treasurer have."
 Richmond city : "Yes."
 Richmond county : "No."
 Roanoke city : "Yes."
 Roanoke county : "Yes."
 Rockbridge : "Yes."
 Rockingham : "No."
 Russell : "They have not."
 Scott : [Superintendent using old form.]
 Shenandoah : "Some of them ; not all."
 Smyth : "Yes, except a few in the second district."
 Southampton : [Superintendent using old form.]
 Spotsylvania : "Yes."
 Stafford : "They have : no failing in this."
 Staunton : [Superintendent using old form.]
 Surry : "Not all of them."
 Sussex : "Yes."
 Tazewell : "Yes."
 Warren : "Yes."
 Warwick : "Yes."
 Washington : "A very few so report."
 Westmoreland : [Superintendent using old form.]
 Williamsburg : "Yes."
 Wise : "I hear nothing to the contrary."
 Wythe : "Almost all."
 York : "No."

It is expected that Superintendents will give *definite replies to all* questions propounded in their monthly reports. A mere guess is not worth recording.

Some superintendents claim that they are unable to make accurate annual reports on account of the *careless* preparation of clerks' reports. *This is not a good excuse.* It is the duty of superintendents to see that district clerks keep their accounts in such a manner as to be able to furnish satisfactory annual reports. Superintendents should give this matter personal attention *during the year*, and thereby spare themselves and the Central Office much unnecessary work at the close of the year.

Arrangements for the Summer Normals are in progress, and will be announced by circular at an early day.

Superintendents are requested to list the names of teachers who expect to attend the Normals, and report them to the Central Office.

Prepare for the Summer Normals.

Dr. Harris and Dr. Curry are among the attractions announced for the Conference.

The Board of Education desires the presence of every superintendent at the Conference.

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OLD SERIES, EDUCATIONAL JOURNAL OF VIRGINIA, VOL. XXII.

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VOL. VI.

RICHMOND, DECEMBER, 1897.

No. 10.

J. A. McGILVRAY, Editor.

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3. Life diplomas, issued by the State and worthily won.
4. A deliverance from annual examinations, after competency has been once established.
5. A Teachers' Reading Circle, with no fees attached.
6. A Virginia Chautauqua, with a permanent home.
7. Closer supervision, with salaries that justify it.

We would be glad to receive from our readers statements of views on any of the above subjects.

Be brief and to the point.

Contrary to the expectations of all interested in education, the Richmond city council failed to appropriate the necessary \$8,000 for the payment of teachers' salaries up to January 1, 1898. This is the more surprising as Richmond has always taken great pride in her public schools, and boasted that though small in comparison with the great cities of the North and West, she could claim to rank third in the efficiency of her schools. It would seem but a short-sighted policy for a city to begin retrenchments by economizing on its schools, for even in material wealth knowledge is the great producer. In Dr. W. T. Harris's address before the Congress of Education, held in Atlanta in 1895, he said: "Massachusetts, with nearly twice the average schooling per individual, produces nearly or quite twice the amount of wealth per individual compared with the nation's average." If the South is to hold her own in the nation, she must educate. To-day, as in the past, "Knowledge is Power."

The city of Richmond, however, will not suffer from this lack of funds, for the teachers, seeing the demoralization produced in the schools by even the suggestion of closing for three weeks, have come to the rescue, and offered to teach without compensation. It is out of place to offer a word of praise to them. One does not "gild refined gold." The facts speak for themselves.

++

A circular has been issued by Mrs. Susanna Phelps Gage, of Ithaca, N. Y., secretary of the George Washington Memorial Committee, to the various educational and patriotic associations of women, looking to the establishment of the Administration Building of the proposed University of the United States in memory of George Washington. It is suggested that the women of the country raise the \$250,000 necessary for this purpose, and is believed that their interest will be especially en-

listed, since women are to be admitted to all the privileges of the university. A meeting is called in Washington, D. C., on December 14th, to devise plans for the work.

President Gilman, of Johns Hopkins, discusses in *Open Letters*, of the *Century Magazine*, the propriety of establishing such a university in connection with the Smithsonian Institution.

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The third annual meeting of the Conference of Virginia Colleges will take place in Richmond on December 17th. By invitation of the faculty of Richmond College the members will meet in the rooms of President Boatwright. One of the subjects for discussion—the requirements for entrance to college—is of especial importance to our high schools throughout the state, since these requirements must be met by them if the students are to pass directly from the high schools to college. The closer articulation of our system of education, from primary school to university, and the resulting economy of time, is a subject of deep interest to educators throughout the country.

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As this issue of the Journal was about to go to press, the election of Dr. Joseph Southall to the office of Superintendent of Public Instruction was announced.

Dr. Southall was born in Prince Edward county, Virginia, in 1833. He was educated at Hampden-Sidney and William and Mary Colleges, and afterwards studied medicine at the Medical College of Virginia. At the beginning of the war he was practicing his profession, but volunteered and entered the Confederate service, in which he was appointed a surgeon. At the close of the war he resumed the practice of medicine in Amelia county. About eight years ago he was elected to the State Senate from the 30th district, composed of the counties of Amelia, Cumberland, and Prince Edward, and is now a member of that body. He has also served on the Medical Examining Board of Virginia, and is now a member of the Board of Visitors of the College of William and Mary.

Dr. Southall's acquaintance with public affairs will be serviceable to him in the administration of the public free school system. In his arduous work, he will have the hearty cooperation of the school officers and teachers of the state.

Proceedings of the Conference of County and City Superintendents of Schools of Virginia, held in the City of Richmond, May, 1897.

[Continued from November number.]

Superintendent W. C. Marshall presented the following paper on

GRADING TEACHERS' SALARIES—PROMPT PAYMENT OF TEACHERS—IS THE PRESENT LAW EFFECTIVE? IF NOT, THE REMEDY?

The grading of teachers' salaries is a question which must address itself to every county superintendent of schools in Virginia who comes in contact with a large number of teachers, divided into several districts.

The same rate of taxation affords some districts in the same county a larger revenue than other districts, because of the greater value of property in some districts over others. This enables the district with the most revenue to pay higher salaries to a second or third grade teacher than other districts are able to pay to first grade teachers, creating a feeling of discontent with the higher grade and worse paid teachers that it is hard to explain or overcome, because it is founded in the love of equal justice to all.

After long observation and careful thought I believe that the pay of teachers should be regulated according to the qualification of the teacher and the work he has to do, as in some measure is now the case, and that all teachers doing the same amount of work and exercising equal ability as teachers and disciplinarians ought to receive the same compensation in all the districts of the same county, in all instances receiving the most that the revenues will afford, in order to make the profession of teaching attract as high an order of talent as the various other professions and occupations.

In those districts where the state and county taxes are sufficient to pay all the teachers, no district tax should be levied, and in those districts where the state and county taxes are insufficient, the district tax should be increased until all the districts have a fund sufficient to make the pay of the teachers of the same grade equal all over the district and in all the districts of the county.

I believe this much could be accomplished under existing laws, with very slight modifications, and one alternative should be to give the county superintendent more than an advisory power in the appointment of teachers—in the graded schools if no others.

The county superintendent knows intimately all the teachers in the county; the trustees are thrown only with those in their district, and even with them the trustees' associations are not so close as are the relations of the superintendent with the teachers. The superintendent may have more than a hundred teachers to select from, the trustees have only those in the district over which they preside.

I know of more than one school in a county in this state where youths are taught the higher branches with a thoroughness that enables them to enter college well

prepared to prosecute their studies successfully or to discharge at once the duties of life, at a cost to the taxpayers of thirty cents a month, and this without the slightest neglect in the teaching of the ordinary common school branches. I know of other schools where the results are no better, but where the cost to the taxpayers is three dollars per month per pupil in average daily attendance. Now I believe that the inequalities in the pay of teachers and in the assessment of taxes could be adjusted so as to operate with greater justice to all parties if the county superintendents of schools had at least a veto power in the appointment of teachers to the graded schools.

When Mr. Cleveland sent his first great tariff message to Congress, stating that taxes should be reduced because the treasury was bursting with a \$200,000,000 surplus, it is said that he received this cablegram from the extravagant spendthrift, the Prince of Wales, "Dear Grover, all you don't want give me." I felt very much like having this message repeated to the Empire State of the Union when I heard the learned gentleman from New York say that he had been given \$12,000,000 for his schools, and was asked if he wanted more.

Prompt Payment of Teachers.

There is nothing more important in any business than a prompt settlement for labor performed. The certain knowledge that when your work is done you are going to enjoy the fruits of your labor, stimulates you to the highest effort. There are some counties where the pay of teachers is often delayed. The salaries are paid in the end, but the teacher never gets as much as he contracted for, as he has to have his monthly orders on the treasurer discounted in order to get the money to meet the requirements that are immediately pressing upon him.

In the counties where the pay of teachers is delayed, so it is with every indebtedness of the county. The cause is insufficiency of revenue. They get behind, and the taxes of the present year go to pay the indebtedness of the last, and every year the debt increases the faster because such counties cannot employ teachers or get other work done as cheaply as those that have the cash to pay. I dislike the egotism that is always pressing one's own experience on others, yet I cannot suggest a remedy without some reference to a situation personal to myself. The time was in the county of Fauquier when she was very much behind in current expenses. We had a bold and honest treasurer in the person of *Mr. E. G. Edwards*. He urged the levying of a tax sufficient to meet the current expenses, and he was vigorously combatted, but his point was carried, and ever since the taxes have been sufficient to meet the indebtedness of the county promptly, and we have no serious delays.

Unless counties have special laws, the general legislation in regard to this matter is ample to effect a remedy.

Now, Mr. Chairman, I have done the duty assigned me in giving my views upon the "Grading of Teachers' Salaries—Prompt Payment of Teachers. Is the Present Law Effective? If Not, the Remedy?" If in all the chaff one

grain of wheat should be found, I beg that you will accept it, and with a breath of kindness blow the chaff away.

The subject was discussed by Superintendent W. A. Blankingship, as follows:

"Grading Teachers' Salaries," in the sense of paying them in proportion to the grade of certificate held by them, has so long been the practice with us that it has come to be regarded as a fixed principle, and is never mentioned or thought of as a subject of debate; but as the State Superintendent has selected it as one of the subjects for discussion, it must still be an open question in some sections. The idea is based upon what seems to me to be regarded as an axiom in every department of the business world; viz, That the best services are entitled to the best pay, and that only the best pay can prompt to the best services—the best services in teaching always mean the best qualifications.

In the cities, where somewhat different conditions obtain and where the schools more nearly reflect the work of the superintendent and his corps of principals, it may be that the grading of salaries is of less moment, but it is there that it is most generally practiced; certainly in the country, where everything depends on the teacher, it is doubly important. In the cities it may be true that the superintendent makes the schools; in the country it is certainly true that the teachers make them. However much a county superintendent may wish to be regarded as the all-important factor, and however competent and active he may be, he is obliged to confess that the efficient supervision of 80 or 100 schools, scattered over from four to six hundred square miles of territory, is beyond the power of any one man, and in default of efficient supervision, certainly the next best thing is an efficient corps of teachers, and any superintendent who can create one will abundantly earn his money. In this work nothing will help him more than the ability to pay the best salaries for the best qualifications, and probably the "dead level system" of paying will be his greatest obstacle. As long as the most incompetent and inefficient are receiving the same pay as the most able and conscientious, what right have you to expect any serious effort for improvement? and what necessity is there for it?

You may hold teachers' meetings—you may even call them institutes; you may appeal to the higher motives, and point to the glory of a generation of men and women trained under their care, and all that, but nothing tells like "*the best pay for the best work.*"

It is my experience that the teachers themselves demand the grading of salaries and possibly their best founded complaint is: That their services are not properly appreciated by the school officers themselves; that the careless and incompetent often receive at our hands as much recognition as the most efficient, and that those who devote their best efforts to pandering to the whims of the community are most certain of constant employment.

There is a general demand for first class teachers, and it is our duty, as far as possible, to supply them. Possibly,

scientific teachers are beyond our means, but professional teachers are within our reach, and we fail in our duty if we do not exert our best efforts to supply them. By professional teachers, I mean those who will equip themselves for their work to the best of their ability, and then do it conscientiously; who are willing to take half hour each morning to review the day's work; who recognize the fact that there is such a thing as professional teaching and who are doing something to increase their own professional and intellectual growth; who, while they are teaching their pupils to read, write, and cipher, are at the same time trying to develop their moral, intellectual, and social natures, and make better men and women of them; who keep themselves abreast of the times, and honestly intend to make teaching their life's work (at least until they get married). But what right have we to invite people to enter a work, if the very best qualifications are to bring no more reward than the most inferior? It may be said that the slight advance in salary which we can afford, will not prompt to much extra exertion, but there is always something in the "best pay," over and above its intrinsic worth, and teachers are as amenable to that influence as any other class. If we are content to employ school-keepers we need not trouble ourselves about these things; we can get them all at the same price. I know that first grade certificates are not always evidences of first class teachers, but we must have some general rule.

Much can be said about giving the most money to those who do the most work, and our sympathies can easily be excited by the old story of some young teacher wearing herself out struggling with forty or fifty unruly urchins, while her more fortunate colleague is having a nice time in a small school on a larger salary. All this might be true, if the greatest physical effort and mental anxiety always produced the best results, and if these qualities alone were needed in the schoolroom, but, unfortunately, education, professional skill, experience, &c., are still required. When we put unskilled teachers in charge of our primary classes we contradict the experience of our best educators. Besides these young teachers have every opportunity to raise themselves to the first grade, and the present regulations of the Board of Education seem to suggest that they must do so, or step down and out. And as far as I am advised, only those who wish to teach because they have nothing else to do, complain of this. My experience suggests that all classes who are really interested in schools endorse the idea of grading salaries. Occasionally I have caught "Hail Columbia" about grading certificates, but all agree that the best certificates are entitled to the best pay.

Grading salaries necessarily means much more careful work on the part of the superintendent, in grading certificates, for the most callous must feel more keenly his responsibility, when he knows that his marking will affect the school funds on the one hand, and the pay of his teachers on the other; it encourages and strengthens the professional spirit, for teachers who are made to feel that their efforts are appreciated, are certain to become more earnest in their work; it helps to eliminate the inefficient, for it soon makes their inefficiency too con-

spicuous to be endured; and finally it is right, for those who equip themselves best, do the best work and are entitled to the best pay.

These statements might be much more elaborately treated, but they are almost axiomatic, and I will venture the statement that there is hardly a county in the state where it has not been found necessary to adopt them to some extent. There is a much higher plain from which to discuss this subject, but this is a very practical age, and this is the practical side of the question.

Now, as to the second division of the subject—"Prompt Payment of Teachers—Is the Present Law Effective? The Remedy."

The efficiency of the schools probably depends as largely upon the prompt payment of the teachers as upon any other single thing, but the subject presents some difficulties. I take it that it is not intended to consider the various methods resorted to in limited localities by particular district boards to secure the prompt payment of their warrants, or the kindness of individual treasurers who pay school warrants out of any funds on hand, up to within a safe limit. These things speak volumes for the zeal of the parties, but they do nothing towards solving the problem—possibly retard its solution by satisfying a greater number with existing conditions. The real question is: How are we to get our warrants promptly paid out of the school funds? We only have the right to ask the faithful execution of the law as it stands, or to suggest something better.

There can be but two reasons why school warrants are not promptly paid; either the treasurer declines to pay out the money, or the cash is not on hand. As to the first, the remedy is plain and simple, and can be applied by any one who chooses to do it; the second presents some rather troublesome questions. In the first place, there seems to be a difference of opinion as to when the cash is technically on hand. Very naturally, parties wishing to collect warrants insist that it is on hand as soon as it passes into the hands of the treasurer from the tax-payer. On the other hand, it is contended that it is legally not on hand until it is officially reported to the county superintendent, and by him apportioned. Now, if this last view obtains, you can readily see that, with the exception of the amount collected in November, there may be no cash on hand until the Board of Supervisors chooses to require a final settlement—possibly some time in September—it may be later; and this applies to all the funds, state, as well as county and district.

These seem to be legal questions, which, as far as I am advised, have never been passed upon. The school officers have no legal means of knowing anything about the collections except what the treasurer reports to them, and practically are obliged to await his pleasure. True, the fifth and sixth regulations of the Board of Education were possibly intended to cover this very ground, but it is not so easy to enforce them. It might help us in more directions than one, to determine how far the courts would hold the regulations of the Board of Education binding, upon others than school officers; in plain English, how far the courts would enforce them as law. There is also an act approved March 5, 1894, intended to enable the

school boards, under certain circumstances, to get control of the funds, but either there has been no necessity for it, or there are so many difficulties attending its execution that it seems never to have been attempted.

The law seems to intend that county treasurers shall settle their accounts by the 15th of June each year; but in practice this settlement is frequently not made before September. In the meantime, teachers have to wait. As a matter of fact, so far as my observation extends, collecting in earnest usually begins about the time the school term closes and continues through the summer. I do not undertake to fix the responsibility for this. It may be that the times are chargeable with it; but it is certain that if we intend to pay current expenses out of current revenue, the money must be collected in time to do it. And if we do not pay current expenses out of current revenue, we simply allow large balances, all of the levy except the November collections, to accumulate in the hands of the treasurer. These balances do not appear in any of the official reports, but they exist nevertheless.

If the settlements were always made at the time fixed by law it would relieve the situation to some extent; but to cure the evil, settlements will have to be made by March 15th, at least. Possibly, it is no part of our business to discuss this question, but it seems to me that the 15th of March is the best time, as the people are more in need of money in their business operations later in the season. This change, with monthly reports from the treasurer as to collections, disbursements, warrants presented, &c., would correct the evil, as far as law is ever likely to correct it. It might be that a little more firmness on the part of school officers would improve matters some, even under existing conditions.

Superintendents A. G. Smith, W. H. Henning, and John K. Fussell took part in the further discussion of the subject.

At 1:30 o'clock a recess was taken until three o'clock, P. M.

The Conference resumed its session at three o'clock, P. M.

THE EXAMINATION AND CERTIFICATION OF TEACHERS—STATE BOARD OF EXAMINERS

was the subject of a paper presented by Superintendent Gavin Rawls. Dr. Rawls said:

In the earlier days of our statehood schools were operated for the good of the child, supported by private funds or philanthropic bequests; now they are for the safety of the state, maintained at her expense. Then the individual was the patron and supporter, now the state is the patron and defender. We have come to learn that not the few only who are able to provide and pay for schools must have them, but the many, who are not thus able, must also have them. For the sake of the common weal

the children of the poor, or of the vicious, must be educated as well as the children of the rich, or of the moral. The system of this education must be strong and stable, it must be comprehensive, harmonious, and progressive. This system should be symmetrical in construction and wisely directed in all its parts.

It follows then that the qualification of teachers in the public schools, who, under this system, are officers of the state, employed and paid by her, should be determined under the supervision and control of state authorities. The state confers on no other class of officers a higher trust than she gives to teachers. Her future depends upon the kind and qualifications of her citizens; what the kind and qualification of these citizens shall be depend upon the teachers who have their mental and moral training in charge. It is incumbent upon the state, therefore, to see that only persons of unquestioned moral character, of aptitude for the work, and of ample qualifications shall be permitted to teach in the schools. It being the duty of the state to determine the qualifications and fitness of applicants to teach, how shall this be accomplished? In every country where a system of public education prevails, examinations, more or less rigid, are required of teacher applicants; and in some of the countries of Europe the teacher must go through a regular course of promotion, passing from one grade to another in regular order, before he can receive a certificate placing him upon the higher school staff. How to make the examination of such a character in matter and in delivery as shall be just and impartial to the applicant, and at the same time guard with zealous care the interests of the state, has been one of the perplexing questions for examiners. "Examination should aim not only to exclude incompetent and unworthy applicants, but to stimulate and encourage to higher attainments those already engaged in teaching." The relative merit of any system of public education will be gauged to a large extent by the character and strictness of the examinations required of teachers.

Where the standard is low and the method lax the whole system will occupy a low scale, both in public estimation and in fact. In the earlier years of public schools in Virginia but little attention was given to the matter of examination. To start the new system teachers were necessary, but few college graduates or seminary students were to be had, and with the idea prevailing that anybody could teach a public school, there was no lack of applicants for the new positions. Men and women without teaching experience or scholastic ability were placed in the teacher's chair, and, once in, they were hard to get out. As the law left to each county and city superintendent the preparation and holding of the examination and the grading of papers, there were as many different standards as there were counties and cities in the commonwealth.

In 1892 there was instituted the Uniform Examination System, which marked the greatest stride in progress yet made in the examination of teachers; but the system is not complete as it stands in Virginia. Those who prepare the examination should also grade the answer papers submitted under that examination, and there should be

added one other feature to make the system complete. We need a state board of examiners, and to that feature, more especially, shall I direct this paper. What do we mean by a state board of examiners? A board of well-known educators, composed, we will suppose, of the State Superintendent of Public Instruction and three or more other members, one each from the faculty of the state's higher institutions of learning, the University of Virginia, the Polytechnic Institute, one or more of the normal schools, whose duty it shall be, under the direction of the State Superintendent, to prepare all examination questions and to examine and grade all answer papers. To explain briefly the details of this system, I transcribe an extract from a personal letter from the Hon. C. R. Skinner, Superintendent of Public Instruction of New York, which state adopted the state board of examiners' system in 1894: "All questions used in examinations for teachers' certificates under this system are prepared by members of this department under the direction of the State Superintendent. Examinations are held on the same dates in all school commissioner districts of the state, and are conducted by school commissioners. The questions for these examinations are transmitted from this department in sealed envelopes to commissioners a few days previous to the date of examination, and such envelopes must be opened by commissioners in the presence of the class to be examined. The papers submitted by candidates in these examinations are forwarded by commissioners immediately upon the close of each examination to this department, where they are passed upon by a permanent board of examiners. The standing of each candidate is then reported to the school commissioner, under whose direction such candidate submitted papers, and with such report is included a certificate partly filled out for those candidates who are entitled to them under the regulations. These certificates are then signed by commissioners and forwarded to candidates. You will, therefore, observe that we have uniform questions in all examinations, and that the papers are graded upon a uniform basis, so that all certificates issued throughout the state have uniform value in their respective grades." I may add that a certificate issued in one county is good in any other county without being endorsed by the commissioner of that county. In further explanation, and also as showing the practical working of the system, I quote from the report of Hon. J. F. Crooker, the predecessor of Mr. Skinner, as found in the report of the U. S. Commissioner of Education, 1893-'94. He says: "This change in the method of determining who are entitled to certificates is one of the greatest reforms that has been inaugurated in our school system for many years. It gives New York the most perfect system of determining the qualifications of teachers that is to be found in any state of the Union.

"It removes the possibility of any commissioner exercising unfair discretion for or against any teacher. It has lifted the system of examining and licensing teachers above all considerations except their fitness to enter the service. The questions used throughout the state are prepared at this department and are uniform. Examinations occur on the same dates in every commissioner

district in the state. The answer papers submitted by candidates in these examinations are forwarded to this department and examined and marked by the Board of Examiners, who are removed from all influences of favoritism or personal prejudice. It is consequently fair and just to all. After the papers are examined, a report of the standings of candidates is made to each commissioner, who issues certificates to those who are entitled to them. The uniform system is of great advantage and convenience to teachers. Under this system a certificate of any grade issued in one county stands for the same value in any other county in the state. It is gratifying to report that the system is meeting with success from every standpoint, is giving entire satisfaction, and has the hearty support of all the educational forces of the state. Its adoption received the sanction of nearly every school commissioner in the state; and the State Association of Academic Principals, at a recent meeting in Syracuse, adopted a strong resolution indorsing the system and pledging the department its hearty support in carrying it out. The results thus far have more than met our most sanguine expectations. The one thing most needed by teachers in this state is better scholarship. It is impossible for a teacher to teach a subject well without having a thorough knowledge of that subject. Under this system of licensing teachers they must be progressive; they must acquire better scholarship from year to year. A person entering the service for the first time may teach but one year on a third-grade certificate. Should such teacher desire to remain longer in the service, she must obtain a certificate of the second grade—the requirements for which are much broader than for a third grade certificate. The requirements for a subsequent certificate of the second grade are still greater than for the first certificate of that grade; so that a teacher who desires to remain in the service must be progressive. The adoption of the uniform system of examinations has been the means of sending thousands of young men and women who desire to become teachers to normal schools and union free schools to better prepare for their work. During the past year over 10,000 different persons were refused certificates because they did not have the necessary scholarship. The Department has, in every way possible, encouraged teachers to procure first grade certificates, and has also encouraged teachers of that grade to remain in the service by renewing their certificates."

In New York this system was added by the State Superintendent under the general provision of law, which gives him power to devise rules and regulations for the issuing of teachers' certificates, the only special law being one appropriating money to pay the examiners for their work. Virginia has a general provision empowering the Board of Education to regulate all matters arising in the practical administration of the school system which are not otherwise provided for by law. Under this provision the uniform system was added; but as money would have to be appropriated to pay for the services of the examiners, a special act of the Legislature would be necessary. Of course, the present force in the central office would have no time for this extra work.

I can conceive of no valid objection to this system,

while the advantages and benefits are many and apparent. Its utility and practicality have been tested in New York, and the hearty commendation it is receiving shows it has stood the test. The various county and city superintendents would hold the examinations as now, thus keeping the system in direct touch with the people, and superintendents could attest the qualifications of teachers along the lines not brought out by the written examination. There are some successful teachers who cannot pass so acceptably as others written examinations, and for whom some allowance must be made. This each superintendent could do in each individual case. Yet, too much allowance should not be made. No amount of experience can take the place of scholarship. I have known teachers with twelve years experience who placed the river Nile in Virginia and gave religion as one of the natural curiosities of this state. A minimum standard should be rigidly adhered to. The system can be made sufficiently elastic by emergency certificate and in other ways to cover every case likely to arise in its practical administration. The state should, by all reasonable means, endeavor to make the system of public education thorough, perfect, and progressive, that there may be no failure in so educating the people as to insure good citizenship. That is the great object. Any system of public education which does not accomplish this is a failure—worse than a failure—it is a delusion and a snare. Supplanting private schools, it promises bread and gives only a stone instead. Better no public education than inefficient or vicious education. I am sure the thousand or two dollars required each year to pay examiners would be wisely expended, and would result in great benefit to the state. Virginia should be behind none of her sister states in progressive education. Not only her position among the sisterhood of states, but her very existence as an enlightened and christian commonwealth depends, to a large extent, upon the character of her schools.

Those schools which are under her supervision and support she can make what she will. She would be guilty of consummate folly and short-sightedness to hesitate because of the expenditure of a small sum of money. Better retrenchment elsewhere than the bulwark of education may be made more stable and thorough. Surely this change would meet with the hearty support of the superintendents. All superintendents recognize how hard it is to be absolutely impartial, conscientious, and rigid in grading papers, or to give satisfaction. So many local considerations may tend to bias and influence him in his actions. Even the uniform system has not taken from him the temptation to favoritism or the opportunity for leniency. Applicants who are unworthy or who fail to get as high a grade as they expect, are quick to accuse the superintendent of partiality or injustice, and unkind feelings thus engendered will remain for years. Under this system applicants would be estopped from all complaint.

I need not enter into details as to the practical working of such a law. All of those things would be arranged by regulation by the Board of Education. Several provisions of the law as it stands in reference to the examination of teachers have, by common consent, been ren-

dered null and void, and for the sake of the uniformity of the system, as well as for the general good of the schools, these features should be erased by legislative enactment. I refer to the clauses requiring the county superintendent to hold examinations in each school district of his county, and to hold an examination at any time when required to do so by any district board of trustees. I shall not stop to show the uselessness and absurdity of these laws, or their incompatibility with the requirements of the uniform system. Briefly I refer to the matter of certification. The number of grades should remain as now—first, second, third, the professional, and for life. The system of certificates, however, should be progressive. Thus, a teacher teaching under a third grade this year should be required to make second grade next year, and a first grade at the expiration of the second grade. . . . The examinations should also be progressive, the matter being more thorough and the standard raised each year. Many of us have felt that the place of the old county professional certificate has not been supplied by the new first grade or the state professional. The examinations for state professionals have not been accessible to many worthy and competent teachers, as they could not attend examinations held at a distance from them; therefore, many teachers whose qualifications and experience deserve better have been put back with first grade holders, who, while having equal scholastic ability, have not the experience in teaching nor the aptness for the work possessed by the holders of the old county professional certificate. Examinations under a state board of examiners system would adjust all this, as these features could be added to the examination with but little trouble, and the competent and experienced teacher in any county or city would be given a chance to attain a professional certificate or life diploma. First grade certificates might be granted for five years, with power of renewals, while second and third might be given for three years and two years respectively, without privilege of renewal.

The apprentice should be required to prove his skill before being licensed for a long period, while experience and worth should receive their full reward. Theory and Practice of teaching should be so divided that the superintendent, who alone can know the fitness for the work, the tact to manage and govern a school, and the power to impart information possessed by teachers, should give the marking on the practice of teaching. Anyone who has had a first grade certificate for three terms, of five years each, whose examination was fully acceptable to the state board of examiners, and whose aptness to teach and tact to govern are duly certified to by the superintendent, under whom such a teacher has been teaching, should be given a certificate for life. There is no more reason why the competent, efficient, and experienced teacher, who has proved his fitness for the work, should be put to the annoyance and trouble of reexamination than there is for the reexamination of the experienced lawyer, the successful physician, or the popular preacher. This never ending examination tends to prevent the stability of teaching as a profession. Graduates of the state normal schools and of the other higher institutions in the state should be granted certificates without examination;

these certificates, however, should be for a short period, subject to renewal when the holder shall have proved his worthiness by a successful course in the teacher's chair. The intention in both certification and examination should be to encourage merit and ability, to weed out the unprogressive and worthless, and to make teaching more and more a profession worthy of the best talent of the state. These changes might necessitate increase in salary to secure such teachers. So much the better. Better fewer schools and more efficient and competent teachers than many schools with figure heads in charge of them. There is nothing more costly than cheap education. "The incompetent teacher is as hurtful to a district as would be the failure of crops or business depression, for he interposes obstacles or robs the rising generation of the chances of entering the field of industry on equal terms with their neighbors. At a time when dangerous and subversive elements of mankind are abroad in the land, it is necessary that the American youth should be fully equipped with educational weapons to preserve our institutions and liberties intact." Those means of defense cannot be supplied by the meagre and unsatisfactory training received from incompetent teachers. While Virginia has hundreds and hundreds of teachers who are as competent and well equipped for their work as any to be found in any state in the Union, yet the words of the late State Superintendent of New York may be equally well applied to Virginia: "The one thing most needed by teachers in this state, is better scholarship." While encouraging to the fullest normal training, and while giving due weight and consideration to experience, let us not neglect scholarship. Without well developed and disciplined minds—WITHOUT BRAINS—all other things are upon a foundation of sand.

Discussion by Superintendent J. H. Stephens :

What superintendent does not dread to see examination day come, with its attendant duties and responsibilities, with its worry, as well as its amusing incidents?

The applicants are all excited and anxious, many of them with requests which cannot be granted. Some are timid, and must be encouraged, others are officious and must be restrained. Some are the very impersonation of honor, scorning to receive assistance; while others have moral sensibilities less acute, and are ready when opportunity permits to appropriate what has not been wrought out by themselves.

Prepare as carefully as we may, we cannot anticipate every want; arrange everything as conveniently as possible, and some will complain of discomfort.

The superintendent who can secure a hall with adequate seating capacity can proceed with confidence; but very unfortunate is the one who must conduct the examination in a small, inconvenient room. Under these circumstances a good deal of tact is required and some precaution necessary.

Experience has taught me that acquaintances, and especially intimate friends, should be separated in the examination room. To do this without giving offence, I fold every other desk, and, when applicants arrive, I

inform them that folded desks must not be occupied. In this way applicants are seated first only at every other desk. If it is absolutely necessary to use any of the vacant seats, I begin to fill them at the front of the room. By this arrangement, companions who generally arrive in groups, are separated from each other by at least one desk.

I have found that it is not sufficient to simply announce that visitors will not be allowed to remain in the examination room, but that it is also necessary to write a notice to this effect on the blackboards. I am convinced that persons often come into the room to assist applicants.

By taking these precautions and carefully following the directions from the Superintendent of Public Instruction, I have been able to give examinations with some degree of satisfaction to myself.

After these examinations are over, a mass of matter is presented to us which, to say the least, is not very attractive; but as it is generally the result of honest, and often intensely earnest, labor, all of it should be carefully considered.

The greatest of care should be taken in the certification of teachers for several reasons:

- (1) Strict justice to each applicant demands perfectly fair treatment.
- (2) School boards and patrons judge of the ability of a teacher by the grade of his certificate.
- (3) Salaries often, in fact, usually, depend upon the grade of certificate held.
- (4) Official courtesy requires that each superintendent endorse first grade certificates issued by other superintendents of the state.

But how to ascertain the qualifications of an applicant and issue to him a certificate which will very nearly indicate his professional ability, is often a matter of some difficulty. We sometimes find persons who can answer examination questions satisfactorily, but who invariably fail when placed in charge of schools. And again, we are sometimes disappointed at the character of the papers handed in by some of our most efficient teachers.

While we admit that these formal examination, as at present prepared, do not, of themselves, unerringly show the ability of the teacher, they are certainly valuable aids in ascertaining his merits. They, to some extent, indicate his literary attainments as well as his knowledge of subjects taught in our public schools; and since no plan has been devised which has proven more satisfactory, I think it wise to continue to make them our criterion for licensing applicants who have had but little experience in teaching.

After the superintendent has had ample opportunity for observing the manner in which the teacher solves the many intricate problems of the schoolroom, his actual success and his examination papers should both be considered in licensing him. But we should be careful not to allow mere experience to pass for actual success.

If character of examination papers is to be the standard mainly by which to judge of qualification, who should prepare questions and issue certificates; how comprehensive should questions be, and methods of

grading answer papers become matters of much importance.

Without any hesitancy I affirm that the present plan of having uniform questions for the state has given better results generally than was obtained by requiring each county superintendent to prepare questions for his own use.

I have taken examinations from four different superintendents—and several from each one—and I can bear testimony to the fact that not one of them showed anything like the skill exhibited in the uniform questions. Some of them were not less difficult, but prepared with less care, entirely ignoring many parts of each subject.

I believe that under the present plan something nearer uniformity throughout the state has been secured in the licensing of teachers, and that the standard of scholarship for high grade certificates has been raised.

It has been said by some that the uniform questions have not been "comprehensive enough, that they have been too elementary." It would seem that they have been at least difficult enough for the teachers of Montgomery county. Referring to my records, I find that during my superintendency one hundred and fifty-six white applicants have taken them; and that of this number twenty-four were licensed as *first*, fifty-eight as *second*, and forty-six as *third* grades. There were also twenty-eight failures.

I think if they are made more difficult, separate papers should be prepared for applicants for low grade certificates. I notice that more than half of the colored applicants have failed to reach the required average for any grade at all.

If city superintendents wish to examine more thoroughly, perhaps they could be allowed to use the papers prepared for applicants for state certificates.

I will briefly explain my method of grading answer papers. It does not always give me entire satisfaction, and in certain subjects I sometimes depart from it a little.

In spelling and reading I follow the explicit directions found in the circular which accompanies the question papers.

As all other subjects are divided into ten sections each, I value each section at ten, and grade each answer separately, crediting on margin of answer paper from 0 to 10. The sum of credits on any subject gives the grading on that subject.

I have adopted this method for two reasons: (1) Teachers can understand it, and are generally satisfied with it. (2) In cases where teachers are not satisfied with certificate issued, and take an appeal, the reviewer can easily understand my grading.

This method does not always give entire satisfaction on the subject of English grammar. Occasionally applicants will answer satisfactorily nearly every question asked, but show by the general character of their papers that they have a very imperfect knowledge of English; while others will show that they know very little of technical grammar, but have a good practical knowledge of the language. In grading on this subject I

have always considered both answers to questions and general character of papers.

Again, in grading on "Theory and Practice," I have always considered the ability of the applicant, when well known, as well as answer papers.

And this leads me to remark that, under ordinary circumstances, superintendents should confine their examinations to applicants of their respective counties.

I have several times refused to endorse certificates issued to my teachers by other superintendents, simply because I felt that I had not been treated with proper courtesy.

When informed that applicants from other counties wish to teach in my county, I examine them, but never issue first grade certificates to them without correspondence with the superintendent of the county from which they come.

If these state uniform examinations are to be continued, we should try to induce all of our teachers to take them.

Referring again to my records, I find that the first year I examined the teachers of my county, 61 per cent took them; the second year 77 per cent took them; and the third year the percentage had increased to 83. I have increased these ratios by refusing to give private examinations at all unless requested to do so by some school trustee.

I have never been able to have all applicants present at the state examinations, but I do not allow other duties to be interfered with by giving private examinations. As persons apply for examination, I notify them of an appointed day for which I make careful preparation. If we follow the state examinations with others less difficult, applicants will learn to wait for the easier ones.

If the Board of Education could furnish us two sets of papers annually, as suggested by our worthy Superintendent of Public Instruction, in Virginia School Reports for 1894 and 1895, it would meet the necessities of county superintendents.

If county superintendents are allowed to prepare questions for examinations, it seems to me that they should be required to furnish the Board of Education with a copy of them.

I have always doubted whether it is good policy to make certificates issued upon county examinations endorsable outside of the counties in which they are issued, and if the time of their continuance in force could be limited to one year, it would be a further incentive to applicants to take the state examinations.

If all licenses could be issued by some central authority, more uniformity from a literary standpoint would certainly be secured in the grading of teachers; but whether entire justice would be done in a certain class of teachers is doubtful.

In rural districts we have a small percentage of teachers who have received professional training, and yet among the untrained class are found many of our most efficient teachers. We are often disappointed in the papers handed in by some of the latter class, and if they

are graded by an examiner who does not know their teaching ability, injustice will sometimes be done them.

A Board of Examiners, such as is suggested by Mr. Massey in Virginia School Reports, 1894-1895, would perhaps very nearly meet the necessities of present conditions. Such a board could, without much expense to the commonwealth, annually examine a certain amount of the work of each county superintendent. If irregularity was discovered, investigation could be made. Answer papers and certificates issued upon them could be numbered to correspond, and as many of these as desired could be called for.

I have often wished to have some of my own work thus examined, that I might know whether I am grading up to the desired standard.

Perhaps all of us would be more careful if we knew that some of our work would be examined each year by our superiors.

Superintendent D. M. Brown, of Petersburg, who continued the discussion of the subject, said he had examined the laws governing the matter, and had found them to be as various as the laws on the subject of divorce. In the New England states he had found as many as four or five different systems in the same state. In the West and in the Northwest, the favorite system of licensing teachers was through county boards of examiners.

While he was to a large extent in favor of the system prevailing in the state of New York, yet he thought there was one objection, which might have very serious results. It presumed the state superintendent to have a knowledge of the character and general fitness of an applicant, while, in his opinion, this could only be acquired by personal contact with the teachers.

Superintendent M. M. Lynch, of Frederick county, followed in the same line, and alluded especially to the systems of state boards of examiners, as existing in West Virginia, Ohio, Pennsylvania, and New Jersey, which he considered inferior to those in Virginia. He thought that in accordance with the recommendation made by the State Superintendent, there should be two examinations annually.

After the recess, the Conference was invited to take the cars of the Richmond Traction Company for Richmond College, where a reception was tendered to the superintendents. The body was transported to the college and received in the chapel, where a formal welcome was tendered it. President Boatwright and Professor Winston made brief addresses, extending a most cordial welcome to the visitors. The College Glee Club rendered several entertaining selections and a gymnastic exercise followed.

The superintendents were then invited into the library of the college, where an informal reception was held and refreshments were served in abundance.

On motion, a recess was taken until 3 o'clock, P. M.

The Conference met, pursuant to adjournment, at 8.30 o'clock, P. M.

President Massey stated that he felt much gratified when the Hon. W. T. Harris, Commissioner of Education of the United States, agreed some weeks ago to address the Virginia Conference of Superintendents, and that it gave him unusual pleasure to introduce Dr. Harris to the Conference.

Dr. Harris read the paper following:

THE RELATION OF SCHOOL DISCIPLINE TO MORAL EDUCATION.

There is no topic related to education in the schools that excites so general discussion as that of moral education. And yet there is no topic concerning which the suggestions made are more idle and unprofitable. It is generally assumed that moral instruction is moral philosophy. Now the elementary schools do not attempt with success philosophical instruction of any kind, and in the nature of the case could not give successful lessons in moral philosophy. On this account it has been supposed that there is no moral instruction in the elementary schools. To correct this, suggestions are made on every hand for the preparation of some catechism which should form an introduction to moral philosophy, or more often it is suggested that religious instruction should be introduced for this purpose. Perhaps Bible reading alone, without note or comment, is proposed as the best means of meeting the want that is felt.

The important question that meets us at this point is, what is the difference between intellectual education and moral education? When we consider its answer we come very soon to the conviction that moral philosophy belongs to intellectual education. For it treats of principles and causes. It belongs to theory, while the moral should relate especially to practice. Moral instruction, strictly speaking, should secure the formation of moral habits. The nature of morality is explained in moral philosophy. A correct habit of thinking, a correct view of the world, is important enough for moral education, but it does not amount to a moral education, but is only one side of it. One side perhaps leads to the other. Possibly a correct habit of thinking regarding the moral will lead gradually towards the practice of the moral. And certainly a practice of the moral will lead towards a correct thinking as regards the moral.

Again, the more elementary the grade of education the greater the preponderance of practice over theory. It would seem that the children in the primary schools and the grammar schools should be taught moral practices and habits, and that gradually as they go on through the secondary schools and into higher education they should learn the full theory of the ethical.

However this may be, as soon as one approaches the course of education as it is found realized in the existing school systems in America, he comes upon the fact that the matter of moral instruction in the schools belongs to the side known as discipline, and not to the side known as instruction in books and theories.

The first thing the child learns when he comes to school is to act according to certain forms—certain forms that are necessary in order to make possible the instruction of the school in classes or groups. The school is a social whole. The pupil must learn to act in such a way as not to interfere with the studies of his fellows. He must act so as to reinforce the action of the other pupils and not embarrass it. This concerted action into which the pupil is trained may be called the rhythm of the school. The child must become rhythmical, must be penetrated by the spirit of the school order. Order is heaven's first law. Every one has heard this statement quoted again and again. Inasmuch as the future member of society will have two existences, an individual existence and a social existence, it is well that the school which fits him for life should be a social existence and have these two sides to it.

There are four cardinal rules that relate directly to the school discipline. The child must be regular and punctual, silent and industrious. Let us discuss the necessity of these rules in the school and see the immense importance which school discipline has for the formation of character. "Character," said Novalis, "is the completely rounded will." The human will has acted upon itself and made grooves or ruts in which it may act with efficiency and without contradicting and embarrassing itself. The will in the case of moral action is directed upon itself, the will controls itself. Self-control in the interest of reasonable deeds—self-control in the interest of performing reasonable deeds and in aiding all one's fellow men to perform reasonable deeds—this self-control is the essence of the moral.

The commencement of this subjugation of the will on the part of the child is accomplished through the principle of regularity. The child must come regularly to school day by day—must not omit a single session. He must study his lessons regularly, prepare himself for the tasks of the day without omitting any. Recitations or lessons must be attended regularly. Any tendency to yield to the feeling of the moment, any fits of indolence, any indisposition which offers itself must be inhibited by the child's will. He must vanquish his natural like or dislike and perform the reasonable task. He must sacrifice himself whenever necessary. The principle of self-sacrifice is another name for this will training which belongs to moral instruction. To theorize about self-sacrifice and self-control and habits of regularity is intellectual education, but not moral education.

The habit of regularity once confirmed, the pupil has attained some power of directing the action of his will upon his will. He has to that extent taken his will from its subjection to feeling or passion or more unconscious habit. He does not will upon impulse, but wills rationally.

Not only regularity, but punctuality, is insisted on in

the school. He must not merely attend the school, but he must attend it just at the time prescribed, say at the beginning of the morning and afternoon sessions. He must not be content with getting his lesson at some time in the day, but he must get the lesson at the proper time. He must be at the class at the proper time. He must be obedient to the word of command.

In order that there may be concerted action, both regularity and punctuality are necessary. The rhythm of action by which the community of individuals is converted into an organic, social whole, requires punctuality as much as regularity. Without punctuality each individual is in the way of every other one and an obstacle or stumbling block. There can be no movement of the whole as a whole without punctuality. This rhythm is necessary in order that there may be unity of human action. A prescribed order issues forth from the will of established authority. This prescribed order is carried out by individuals, acting as a higher individual, namely, as an institution. For an institution is an individuality given to many. It is a unity of effort, an *e pluribus unum*. The school is to be taught in classes. In the class the pupil learns much more than he could learn by himself. If the teacher should devote himself to one person he could not instruct him in so efficient a manner as he could instruct twenty persons at the same time. For in class recitation each pupil learns more from his fellow pupils, from all their mistakes and failures as well as from their brilliant achievements, than he does from his teacher. Each pupil is more or less one-sided in his mind. It is, in fact, the object of education to bring out all sides of his mind, so that each faculty may be reinforced by all the others. The pupil in learning his lesson understands some phases of it and fails to see what is essential in others, but the failures are not all alike, a given pupil fails in one thing and succeeds in another; his fellow pupil succeeds where he fails and fails where he succeeds. In the recitation each pupil is surprised or finds that some of his fellows are more successful than himself in seeing the true significance. The pupil can, through the properly conducted recitation, seize the subject of his lesson through many minds. He learns to add to his power of insight the various insights of his fellow pupils. The skillful teacher knows his power of teaching by means of a class—knows that he can make each pupil understand much more through the aid of a class than he could make him understand if he were to attempt to do all of the explaining for an isolated pupil.

The class recitation is made possible only by regularity and punctuality. The efficiency of the school depends upon it. In the industrial civilization in which we live the same necessity exists for these school virtues. Unless there is regularity the mill cannot manufacture and the shop cannot go on. There can be no combination between the mechanics who work on a joint enterprise. The engineer or the fireman without this virtue of punctuality would endanger the lives of his fellow workmen by an explosion of the steam boiler, or bring the machinery to a stop through the neglect of its fires.

We are pushing forward in our time into an era of the use of machinery, not merely in manufacturing and trans-

portation, but for all the multifarious uses of the household and the daily life. Man is conquering nature by means of machinery, and the citizen cannot enter into the fruits of this victory unless he adapts himself, through regularity and punctuality, to the demands of this new form of civilization.

But regularity and punctuality are not the only schoolroom virtues. I have mentioned two others, silence and industry. Regularity and punctuality are in ascertain sense negative virtues. Silence also belongs to this class, while industry belongs to the positive virtues. Silence is another virtue that depends upon inhibition—upon the inhibitory act of the will. The will acts to repress its self-activity, to guide its own utterance, and to limit that utterance to the chosen province prescribed for it. It is especially a virtue that makes possible the combination of the individual with the social whole. The pupil that whispers, or in any way attracts the attention of his fellows, does something not only to make his own school time of no account, but he also does much to destroy the time and profit of his fellow-pupils and the teacher. We shall see, further on, that even if the pupil converses with his fellow-pupils by whispering, for good purposes, endeavoring by that means to get information about his lesson, or to give information about it, he does so much to destroy the efficiency of his own or of his fellows' work, as far as silent preparation is concerned.

If it is true, as scientific men tell us, that man has descended from the anthropoid apes, we can see more clearly the significance of this moral training which suppresses the tendency to prate and chatter. The mere instinct for expression of the half-cultured child is to utter what comes first to his mind. He pours out his impressions before he has allowed them to ripen by reflection. If he can repress the utterance of one thought until he can add another and another and another to it, he can deepen his power of thought, whereas if he utters the thought carelessly as it arises in his mind, it passes away from him, and he does not make a synthetic thought by adding to the immediate impression all other thoughts that relate to it. This is the deep significance of the school virtue of silence. It makes accessible the depths of thought and reflection. It makes possible the individual industry of each and every pupil associated in the school. Each one can detach his industry from the industry of the whole, and pursue original study and investigation by himself, although surrounded by a multitude. This individual industry is prevented by anything on the part of his fellows which tends to distract him.

The fourth virtue that has been named is industry. Industry may be of various kinds, but the industry of the school is essentially study of the book. The pupil is to add to his own feeble and undeveloped powers of thought and observation these faculties as exhibited in the strongest of his race. The printed page is the chief means by which he adds to his own observation and reflection what has been observed and thought by fellow-men specially gifted in these things. The pupil shall learn by mastering his text-book how to master all books—how to use that greatest of all instruments of culture, the library. He shall emancipate himself by this means from mere oral

instruction. In the case of oral instruction the pupil must wait upon the leisure of the teacher, trusting to his memory or writing down the words and pondering them on some future occasion. In the presence of the book he can take the sentences one by one and reflect carefully upon the meaning of each word and each sentence. The book waits upon his leisure. The book contains the most systematic presentation of its author's ideas. Through the book the observers and thinkers of the past become present. Those of distant and inaccessible countries come to his side. This shows us the significance of the kind of labor which the pupil performs in his school industry.

I can describe the nature of the schoolroom industry best by explaining the two kinds of attention which the pupil must cultivate and exercise in the schoolroom. There is, first, the attention which the class must give collectively to the recitation and to the teacher who conducts it; and there is, second, the individual industry of the pupil working by himself. I have already mentioned some of the advantages of the class recitation in discussing the elementary virtues of regularity and punctuality. But it is in the development of these two kinds of attention that the chief value of the class recitation consists. In the recitation, as it is called by us in America (or in the *lesson*, as it is called by English educators), the teacher examines the work of his pupils, criticises it and discusses its methods and results. The pupils in the class all give attention to the questions of the teacher and to the answers of their fellow pupils. Each one, as I have already described, learns both positive and negative things regarding the results of his own studies of the lesson. He finds some of his fellow pupils less able than himself to grasp certain points in the subject of study. He finds others who are more able than himself—pupils who have seen farther than himself, and developed new phases that had escaped his attention. He is surprised, too, at sides and points of view which the teacher has pointed out; items of information or critical points of view that had escaped his own attention and the attention of his fellow pupils in the class. The pupil gains an insight into human nature such as he never had before. He sees the weaknesses and the strength of his fellows; he sees the superiority manifested by the teacher who is maturer than he, and who has reinforced his own observation and insight by the observation and insight of observers and thinkers as recorded in books. He measures himself by these standards and comes to that most important of all knowledge—self-knowledge.

This kind of attention which he exercises in lessons or class exercises is a kind of attention which may be called critical alertness directed outward to the expression of other minds, namely of his fellow pupils and teacher. Step by step he watches carefully the unfolding of the lesson, comparing what is said with what he has already learned by his own effort. After the recitation is over, he takes up the work of individual preparation of another lesson, but he has improved in some respect his method, because he is now alert in some new direction. He has an intellectual curiosity in some new field that he had not before observed; what the teacher has said or what some bright pupil has said gives him a hint of a new line of

inquiry which he ought to have carried on in his mind when he was preparing his lesson of the day before. Now he is consciously alert in this new direction, and he reaps a harvest of new ideas that would have been passed over in neglect had he not received the benefits of the kind of attention which I call 'critical alertness' in the work of recitation or lesson.

This kind of attention is something that cannot be developed by the pupil in any other way so well as in that school invention called the 'recitation' or 'lesson.'

Let us now consider the other kind of attention which the pupil cultivates and exercises in school. While pupils of one class are reciting the pupils of the other class are preparing their lesson. Each individual is or should be absorbed in the work of preparation, not jointly with his fellows, questioning them or answering them, but by absorption on the part of each in his own work, without reference to the other pupils in the room or the teacher; each one must be able to study his own book and resist the tendency to distraction which comes from the lesson or recitation that is going on with the other class. To shut out from one's mind all objects that do not concern it and concentrate one's thoughts and observation upon a special given subject, whether it be a scientific presentation of the text book, or whether it be the investigation of a topic by means of objects themselves or by the use of many books—this kind of attention is of the utmost importance. It is that of individual industry, while the other kind is that of critical alertness. Critical alertness follows the thoughts of others; takes an active part in the dialogue which is going on. The ancients call this business of questions and answers and critical alertness the dialectic, and this kind of attention is that which is trained in dialectic. But the attention which is absorbed upon its object is a different matter, although of equal importance. The pupil should learn how to neglect the distracting circumstances of the schoolroom, the movements of pupils in the tactics of the class, the dialectic of question and answer going on with illustration and points of interest, and equally the work of his fellow pupils in the class preparing themselves by absorbing study like his own. He lets these all slip by him, disciplining himself to abstract his attention from them and to hold himself in utter indifference to these outside events. He brings to bear his best intellect upon the problems of his task, critically questions the meaning of his author, and applies himself to the work of verifying by his own observation and reflection what is compiled for him by the author. He is learning by this private industry how to reinforce himself by the work of his fellow men; he cannot help himself through the help of others unless he verify their results. Verification is always an act of self-activity. Memorizing the text of the book, committing to memory what has been told one, this is not self-help until the internal work of verification has been accomplished.

The second kind of attention that we are here considering has therefore its most important feature in verification. What some one else has seen and recorded the pupil must see for himself, if possible. What some one else has reasoned out by inference he must reason out

for him-self and test the result by the activity of his own intellect

At first the pupil finds himself with feeble will power and unable to absorb himself in his own task. He is easily distracted by what is going on around him. By using his moral will in self-control he gains strength from day to day in concentrating his attention and in neglecting all that is not essential in his individual industry.

Having enumerated these four cardinal duties in the schoolroom, regularity, punctuality, silence, and industry, let us now note their higher significance, reaching beyond the schoolroom into the building of character for life. The general form of all school work is that of obedience. The will of the pupil comes into relation with the will of the teacher and yields to its sway. The will of the pupil inhibits its own wayward impulses, suppresses them and supplants them by a higher rational will. In the act of obedience to a high will the pupil becomes conscious of responsibility. Responsibility implies a sense of freedom. The child becomes conscious of its ability to accept or refuse—to obey or to disobey. It becomes conscious of its power to originate actions and to give a new form to the chain of causation in which it finds itself. The great fact in the schoolroom is that the pupil is held responsible at each and every moment for all that he does. If he forgets him-self and uses his voice; if he whispers; if he moves from his seat; if he pushes a book off his desk by accident—all these things are brought back to him at once by the presiding teacher. He is responsible, not only for positive acts, but also for neglect. Whatever he does, or whatever he leaves undone, is his business; this is justly regarded as the most potent means of ethical instruction. To use the language of the founder of the great system of ethics in modern times, Imanuel Kant, the child learns in the school to have a sense of his 'transcendental freedom.' He learns that he and not his environment is responsible for what he does or leaves undone. He regards himself as the author of his deed; he recognizes it is true that he is in the midst of a flowing stream of causation; he is the focus of innumerable influences, all tending to move him in this or that direction, or hold him in this or that position. But he recognizes himself as an original cause, a will power that can re-act on any and all the influences that are flowing inwards towards himself. He can modify this stream of causation; he can hold back and inhibit the several influences which flow towards him; he can shape all of these so as to conform them to the ideals of his freedom; he can act in such a way as to extend his influence upon the external world and upon his fellow human beings; he can act so as to realize his ethical ideals. This is the sense of transcendental freedom. Transcendental freedom does not mean that any person can do or perform anything that he wishes upon the external world, for that would be not merely transcendental freedom, but absolute omnipotence. Transcendental freedom is not omnipotence, but the power to originate some modifications upon the stream of causality within which one finds himself. Freedom means self-determination instead of the determination of something else. The fact that a person could

not modify anything in the world would not prevent him from having a transcendent freedom in case he could inhibit the influence flowing in upon him; if he could resist external influence he would thereby prove his freedom.

These considerations relate to what I have called the Semi-Mechanical Duties, notwithstanding they furnish an important training to the will.

They constitute an elementary training in morals, without which it is exceedingly difficult to build any superstructure of moral character whatever.

Moral education in the school, therefore, must begin in merely mechanical obedience, and develop gradually out of this stage toward that of individual responsibility.

The higher order of moral duties falls into two classes, those that relate to the individual himself, and those that relate to his fellows:

(a) *Duties to Self*.—These are, first—physical, and concern cleanliness, neatness in person and clothing, temperance and moderation in the gratification of the animal appetites and passions.

The school can and does teach cleanliness and neatness, but it has less power over the pupil in regard to temperance. It can teach him self-control and self-sacrifice in the three disciplines already named—punctuality, regularity, and silence—and in so far it may free him from thralldom to the body in other respects. It can and does labor efficiently against obscenity and profanity in language.

Duties to self include, second, that of self-culture. This duty belongs especially to the school. All of its lessons contribute to the pupil's self-culture. By its discipline it gives him control over himself and ability to combine with his fellow men; by its instruction it gives him knowledge of the world of nature, and of man. This duty corresponds nearly to the one named Prudence, in ancient ethical systems. The Christian Fathers discuss four cardinal virtues—Temperance, Prudence, Fortitude, and Justice. Prudence places the individual above and beyond his present moment, as it were, letting him stand over himself, watching and directing himself. Man is a two-fold being, having a particular, special self and a general nature, his ideal self, the possibility of perfection. Self-culture stands for the theoretical or intellectual side of this cardinal virtue of Prudence, while industry is its practical side.

(b) *Duties to Others*.—Duties to self rest on the consciousness of a higher nature in the individual and of the necessity of bringing out and realizing this higher nature. Duties to others recognize this higher ideal nature as something general, and hence as also the true inward self of our fellowmen.

There are three classes of duties toward others:

(1) *Courtesy*, including all forms of politeness, good breeding, urbanity, decorum, modesty, respect for public opinion, liberality, magnanimity, etc., described under various names by Aristotle and others after him. The essence of this virtue consists in the resolution to see in others only the ideal of humanity and to ignore any and all defects that may be apparent.

Courtesy, in many of its forms, is readily taught in

school. Its teaching is often marred by the manner of the teacher, which may be sour and surly, or petulant and fault-finding. The importance of this virtue, both to its possessor and to all his fellows, demands a more careful attention on the part of school managers to secure its presence in the schoolroom.

(2) *Justice*.—This is recognized as the chief in the family of secular virtues. It has several forms or species, as for example (a), honesty, the fair-dealing with others, respect for their rights of person and property and reputation; (b) truth-telling or honesty in speech—honesty itself being truth-acting. Such names as integrity, uprightness, righteousness, express further distinctions that belong to this staunch virtue.

Justice, like courtesy, in the fact that it looks upon the ideal of the individual, is unlike courtesy in the fact that it looks upon the deed of the individual in a very strict and business like way, and measures its defects by the high standard. According to the principle of justice each one receives in proportion to his deeds and not in proportion to his possibilities, wishes, or unrealized aspirations. All individuals are ideally equal in the essence of their humanity; but justice will return upon each the equivalent of his deed only. If it be a crime, justice returns it upon the doer as a limitation of his personal freedom or property.

The school is perhaps more effective in teaching the forms of justice than in teaching those of courtesy. Truth-telling especially receives the full emphasis of all the power of school discipline. Every lesson is an exercise in digging out and closely defining the truth—in extending the realm of clearness and certainty further into the region of ignorance and guess-work. How careful the pupil is compelled to be with his statements in the recitation and with his previous preparation!

Justice in discovering the exact performance of each pupil and giving him recognition for it may become injustice in case of carelessness on the part of the teacher. Such carelessness may suffer the weeds of lying and deceit to grow up, and it may allow the dishonest pupil to gather the fruits of honesty and truth, and by this it may offer a premium for fraud. The school may thus furnish an immoral education, notwithstanding its great opportunities to inculcate this noble virtue of honesty.

The private individual must not be permitted to return the evil deed upon the doer, for that would be revenge, and hence a new crime. All personality and self-interest must be sifted out before justice can be done to the criminal. Hence, we have another virtue—that of Respect for Law.

(3) *Respect for Law*, as the only means of protecting the innocent and punishing the guilty, is the complement of Justice. It looks upon the ideal as realized not in an individual man, but in an institution represented in the person of an executive officer who is supported with legislative and judicial powers.

The school when governed by an arbitrary and tyrannical teacher is a fearfully demoralizing influence in a community. The law-abiding virtue is weakened and a whole troop of lesser virtues take their flight and give admittance to passion and appetites. But the teacher may

teach respect for law very thoroughly, on the other hand. In this matter a great change has been wrought in the methods of discipline in later years. Corporal punishment has been very largely disused. It is clear that with frequent and severe corporal punishment it is next to impossible to retain genuine respect for law. Punishment, through the sense of honor, has, therefore, superseded for the most part in our best schools the use of the rod. It is now easy to find the school admirably disciplined and its pupils enthusiastic and law abiding—governed entirely without the use of corporal punishment.

The school possesses very great advantages over the family in this matter of teaching respect for law. The parent is too near the child, too personal to teach him this lesson.

Higher than the properly moral duties—those duties to self and to others—or at least higher than the secular or "cardinal" virtues, "Justice, Prudence, Fortitude, and Temperance," are certain ones which are called "celestial" virtues by the theologians: These are Faith, Hope, Charity and their special modifications.

The question may arise: Whether any instruction in these duties can be given which is not at the same time sectarian? An affirmative answer will have to show only that the essential scope of these virtues has a secular meaning, and that the secular meaning is more fundamental than in the case of the so-called cardinal virtues.

(1) Faith, in a theological sense, means the true knowledge of the first principle of the universe. Everybody presupposes some theory or view of the world, its origin and destiny, in all his practical and theoretical dealing with it. Christendom assumes a personal Creator, having a divine-human nature, who admits man to grace in such a way that he is not destroyed by the results of his essential imperfection, but is redeemed in some special way. The Buddhist and Brahmin think that finitude and imperfection are utterly incompatible with the Divine Being, and hence that things of the world cannot be permitted to have real existence; they exist only in our fancy. Here is no grace and no redemption. Nature is not a real existence to such a theory, and hence, also, there can be no natural science. Faith, in the divine Reason, is necessary for science.

The prevailing view of the world in Christian countries is very properly called Faith, inasmuch as it is not a view pieced together from the experience of the senses, nor a product of individual reflection unaided by the deep intuitions of the spiritual sense of the race.

Faith is a secular virtue as well as a theological virtue, and whoever teaches another view of the world—that is to say, he who teaches that man is not immortal, and that nature does not reveal the divine Reason, teaches a doctrine subversive of faith in this peculiar sense, and also subversive of man's life in all that makes it worth living.

(2) Hope, the second theological virtue, is the practical side of faith. Faith is not properly the belief in some theory of the world, but in that particular theory of the world that Christianity teaches, so that Hope is not a mere anticipation of some future event, but the firm expectation that the destiny of the world is in accord-

ance with the scheme of faith, no matter how much any present appearances may be against it. Thus the individual acts upon this conviction. It is the basis of the highest practical doing in this world. A teacher may show faith and hope in the view of the world, which he expresses, and in his dealings with his school; in his teaching of history, in his comments on the reading lessons, in his treatment of the aspirations of his pupils. Although none of these things may be consciously traced to their source by the pupils, yet their instinct will discover the genuine faith and hope. Nothing is so difficult to conceal as one's conviction in regard to the origin and destiny of the world and of man.

(3) Finally, Charity is the highest of these virtues, in the sense that it is the concrete embodiment and application of that view of the world which Faith and Hope establish. The world is made and governed by divine grace, and that grace will triumph in the world. Hence, says the individual, "Let me be filled with this principle and hold within myself this divine feeling of grace towards all fellow creatures." Charity is therefore not mere almsgiving, but a devotion to others. "Sell all thou hast . . . and follow me." Faith perceives the principle; Hope believes in it where it is not yet visible; Charity sets it up in the soul and lives it. With charity, all other virtues are implied—even justice.

While courtesy acts towards men as if they were ideally perfect and had not defects; while justice holds each man responsible for the perfect accordance of his deed with his ideally perfect nature and makes no allowance for immaturity; Charity or Loving Kindness sees both the ideal perfection and the real imperfection and does not condemn, but offers to help the other and is willing and glad to sacrifice itself to assist the imperfect struggle towards perfection.

The highest virtue, Loving Kindness or Charity, has of all virtues the largest family of synonyms: humility, considerateness, heroism, gratitude, friendliness and various shades of love in the family (parental, filial, fraternal, and conjugal), sympathy, pity, benevolence, kindness, toleration, patriotism, generosity, public spirit, philanthropy, beneficence, concord, harmony, peaceableness, tenderness, mercy, grace, long-suffering, etc., etc. The typical form of this virtue as it may be cultivated in school is known under the name of kindness. A spirit of true kindness if it can be made to pervade a school would be the highest fountain of virtue. That such a spirit can exist in a school we know from many a saintly example that has walked in the path of the great teacher.

From the definition of the principle it is easy to deduce a verdict against all those systems of rivalry and emulation in school which stimulate ambition beyond the limits of generous competition to the point of selfishness. Selfishness is the root of mortal sin, as theologians tell us, and the lowest type of it is cold, unfeeling pride, while envy is the type next to it.

In closing, let us call up the main conclusions and repeat them in their briefest expression.

1. Moral education is a training in habits, and not an inculcation of mere theoretical views.

2. Mechanical disciplines are indispensable as an elementary basis of moral character.

3. The school holds the pupil to a constant sense of responsibility, and thereby envelops in him a keen sense of his transcendental freedom: he comes to realize that he is not only the author of his deed, but also accountable for his neglect to do the reasonable act.

4. Lax discipline in a school saps the moral character of the pupil. It allows him to work merely as he pleases, and he will not reinforce his feeble will by regularity, punctuality and systematic industry. He grows up in habits of whispering and other species of intermeddling with his fellow pupils, neither doing what is reasonable himself nor allowing others to do it. Never having subdued himself, he will never subdue the world of chaos or any part of it as his life work, but will have to be subdued by external constraint on the part of his fellow men.

5. Too strict discipline on the other hand undermines moral character by emphasizing too much the mechanical duties and especially the phases of obedience to authority, and it leaves the pupil in a state of perennial minority. He does not assimilate the law of duty and make it his own.

The law is not written on his heart, but is written on lips only. He fears it, but does not love it. The tyrant teacher produces hypocrisy and deceit in his pupils. All manner of fraud germinates in attempts to cover up shortcomings from the eye of the teacher. Even where there is simple, implicit obedience in the place of fraud and the like, there is no independence and strength of character developed.

The best help that one can give his fellows is that which enables them to help themselves. The best school is that which makes the pupils able to teach themselves. The best instruction in morality makes the pupil a law unto himself. Hence strictness, which is indispensable, must be tempered by such an administration as causes the pupils to love to obey the law for the law's sake.

THURSDAY, MAY 5TH.

The Conference was called to order at 10 o'clock, A. M.

The exercises were opened with prayer by Rev. H. D. Ragland.

The President announced that the next topic to be considered was

COURSES OF STUDY IN CITY SCHOOLS.

Superintendent E. C. Glass read the following paper:

It is sometimes very hard to justify the ways of Providence to man. In my own experience there are three things I could never understand. I cannot see why Providence should have given me such fondness for music, and yet have denied me the power to turn a tune. I cannot see why I should have been given such an exquisite sense of the beautiful, especially in the human

face and yet have been created so painfully homely. And lastly, I cannot tell why I should have been endowed with such a passionate love of oratory, and yet have been refused even Mark Anthony's homely faculty of saying straight on the things I most do know. "Minds differ," says Lord Macaulay, "as rivers differ. There are transparent and sparkling rivers from which it is delightful to drink as they flow; to such rivers the minds of such men as Burke and Johnson may be compared. But there are rivers of which the waters, when first drawn, are turbid and noisome, but become pellucid as crystal and delicious to the taste if suffered to stand till a sediment has been deposited; and such a river is the type of the mind of Goldsmith. His first thoughts on every subject were obscure even to absurdity, but they required only a little time to work themselves clear." Up in my town, among the hills, there is a river, the waters whereof are ever muddy. They might be cleared by a Pasteur filter under great pressure, but with an abundance of pure water all around, no one has taken the trouble to try the experiment. Such a river—we called it the Blackwater—is a type of my mind. The pressure required to clarify my thoughts on any subject is so great that I seldom undertake the process, preferring to allow my friends to imbibe from the many streams of natural clearness ever at hand. This accounts for the fact that, though the senior superintendent in Virginia, I have always kept silent in our conferences on questions in which I have as great an interest as any one else. My apology in trespassing on your attention now is that I am acting under strict orders from headquarters. It would have been better had my task been assigned to some other city superintendent, notably my good friend, Mr. Fox, of Richmond, whom, to change my figure a little, you would have found "a well of English undefiled."

I am to speak on "Courses of Study in City Schools." This is a subject that has baffled the wisdom of the ages. You will not expect me to make any new contribution to the discussion. I shall not even attempt any educational philosophy along old lines. My purpose is to be, I was about to say, simply historical and practical, but to accommodate myself the better to your probable judgment, I will say gossip and impertinent.

The first school was on the Bell-Lancastrian order. Adam and Eve were the pupils, and they taught each other. Their only study was Nature. Like some modern advocates of Nature study, they carried the matter too far, and were expelled for their excessive zeal and meddlesome curiosity in the investigation of fruits. This unhappy fate of our first parents doubtless caused the re-action which afterwards took place in favor of book study, which re-action, like most re-actions, went to extremes, and culminated in the system of the Dark Ages, when nothing was studied but books. In some portions of our dear native land the methods of the Dark Ages are not yet out of date.

The second school was somewhat of a kindergarten, badly conducted. Adam and Eve were the teachers this time, and Cain and Abel were the pupils. To nature study was added moral training. In methods of instruc-

tion the teachers made the same mistake that the *conservative* teachers of the present day are making, in that they failed to correlate the different branches. Each subject was taught as a unit, separate and apart from the other. The moral training, for instance, was purely direct and formal, and such moral instruction, says a United States Commissioner of Education, is "moral moonshine." In this first trial it surely proved so, being a total failure in the case of Cain, and only partially successful with Abel. While all admit that Cain was a moral monstrosity, some have thought it not irreverent to affirm that Abel was a religious crank; and there are grounds for this belief, for these are just the two characters that a one-sided education always produces—either a crank or a castaway. There are systems of education now in vogue which make pedants of the few and ignoramuses of the many.

In the second generation after Adam, we find Tubal Cain, an instructor of every artificer in brass and iron. Here we have a third subject introduced into the curriculum. Tubal was the Director of the first Manual Training School. Shortly appears his half-brother Jubal, "the father of all such as handle the harp and the organ"—*the first music teacher*. Now, is it not a little singular that of the first four subjects to be introduced into the course of study—nature study, moral training, manual training, and music, the second mentioned, is the only one now taught in our conservative schools, and that that is being taught in the same mistaken way that characterized its first introduction six thousand years ago? The evil that men do lives after them.

We have biblical authority for the assertion, that of the making of books there is no end, but neither sacred nor profane history tells us just when book making began. We only know that away back at the dawn of history we find books in use, and come across in the cities of Egypt our first printed course of study.

In the elementary schools of Egypt were taught the famous "Three R's"—reading, writing, and arithmetic. These have ever been the world's great trivium. It would be hard to find a primary school in which they were not all found, though arithmetic was not always introduced as early, or carried so far as at present. It was reserved for the conservative schools to make a fetish of arithmetic.

As the world grew older, and began to go backward and abroad, history and geography were put into the schools. The Jews made much of history. The Chinese crammed it into their children thousands of years ago, just as they do to-day. They believed in the one book method; libraries for research and supplementary reading were nuisances.

Grammar, as a distinct school branch, seems to have been taught methodically first by the Greeks.

Reading, writing, arithmetic, grammar, geography, history—these six. We call them the essentials, and some claim that there is no place in the curriculum for any other study. This may be true, and those who assert it have a right to their opinions. But they have no right to sneer at, as "modern fads," many other subjects that have a place in some schools, as music, drawing, physical culture, and elementary science.

The ancient Egyptians taught their children to draw.

With the Greeks, music and physical training were the leading branches. All young Jews learned a trade. These things are modern in the sense that they once disappeared from the schools; but this was during the Dark Ages when there were really no elementary schools, and the intellectual nadir of the world had been reached, when not only the masses, but princes and lords and even kings were unable to read and write. But we are not living in the Dark Ages. The world swung again into light, and in the best schools of Europe there has long ago been restored to the curriculum not only the so-called essentials, but much else deemed good in the education of the old world, and to these have been added other studies found desirable by a broadening civilization.

In Germany, for instance, in addition to the fundamentals, the elementary schools are required to give instruction in drawing, music, science, gymnastics, religion, geometry, and manual training; and the last is the only one of such recent adoption as to be properly called modern. Music has been taught in the schools of Germany for a hundred years. Whether a notion is new-fangled or not, depends upon where it is found.

While Germany has led the world in broadening her elementary course of study, other European countries are following close on her heels. England has shown herself the least progressive, and here we have the secret of America's backwardness in enlarging her educational phylacteries.

After the Civil War began our Renaissance. Prior to that time many schools were content to teach the three R's, and only the essentials were found in any course. But we are now fast aligning ourselves with the learned nations of Continental Europe, just as England anticipated us in doing. In the last twenty-five years the educational world has been in a ferment on the subject of what to teach. Conferences have discussed it, and school systems have experimented. More than one city has gone beyond the most advanced European schools in "enlarging and enriching the course." Few large cities have remained wedded to the narrow course borrowed from the mother country. A gratifying unanimity of opinion has at last been secured. In 1894 the National Educational Association put the question into the hands of a committee of fifteen, with our Commissioner of Education at the head, and asked for an investigation and a report. This report was submitted to the Department of Superintendents at Cleveland in 1895. After discussing with remarkable ability the relative values of studies, the committee submitted as the outcome of its deliberations an outlined course for elementary schools, naming both the branches to be taught and the exact time to be allotted to each during an eight years' period.

This report has become famous. It may be said to have made an epoch in our school history. So far as the scope of the work proposed is concerned, it embodied with wonderful insight the judgment of the great mass of our educational thinkers. Schools in all sections are adjusting themselves to its requirements. The superintendents of the leading cities in our state have united in a common course drawn closely in accord with it. There are few schools not stereotyped that have not been modified by it. Sharp thrusts have been made at its philosophizing at certain points, and some criticise it as too narrow, but no educationist has objected to it as too broad in the scope of study recommended.

The outlined program of this report is as follows :

BRANCHES.	1st year.	2d year.	3d year.	4th year.	5th year.	6th year.	7th year.	8th year.
Reading.....	10 lessons a w'k.				5 lessons a week.			
Writing	10 lessons a w'k.		5 lessons a w'k.		3 lessons a w'k.			
Spelling Lists				4 lessons a week.				
Engligh Grammar...	Oral, with composition lessons				5 lessons a week with text-book.			
Latin								5 lessons
Arithmetic....	Oral, 60 min- utes a week.		5 lessons a w'k with text-book					
Algebra.....						5 lessons a w'k		
Geography.	Oral, 60 min'ts a w'k.			* 5 lessons a week with text book.			3 lessons a w'k	
Natural Science + Hygiene	Sixty minutes a week.							
U. S. History							5 lessons a week.	
U. S. Constitution...								*5 les.
General History.....	Oral, sixty minutes a week.							
Physical Culture.....	Sixty minutes a week.							
Vocal Music.....	Sixty minutes a week, divided into four lessons.							
Drawing	Sixty minutes a week.							
Manual Training or Sewing + Cook'ry.							1-2 day each.	
No. of Lessons.....	20+7 daily ex.	20+7 daily ex.	20+5 daily ex.	24+5 daily ex.	27+5 daily ex.	27+5 daily ex.	23+6 daily ex.	23+6 daily ex.
Total Hours of Re- citations	12	12	11½	13	16½	16½	17½	17½
Length of Recita- tions	15 min.	15 min.	20 min.	20 min.	25 min.	25 min.	30 min.	30 min.

* Begins in second half year.

So much for history; now to be practical. How stands Virginia in relation to the recommendations of this famous committee of fifteen? Is she up with the times, ahead of, or behind the times? And in any case, is she right or wrong? Because the times are frequently out of joint, and hence are no infallible guide.

The free school system is often referred to as a Yankee notion. This is an error that does honor over much to New England. The free school system, so far as America is concerned, is a Virginia notion, and we should not give our glory to another. It is a fact of history that the first plan for a state system of public education ever put on paper was drafted by a Virginia statesman and adopted by a Virginia legislature. Mr. Jefferson drew the plan, and the General Assembly of 1796 (the year of

Horace Mann's birth) adopted it. Why it was not put into operation it is useless inquire. Reading, writing, arithmetic, grammar, geography, and history were the subjects selected for the elementary schools. These are the subjects called for by our school laws of 1870, the year the public school system was put into operation. Physiology has since been added. Beyond these requirements few of our Virginia cities have advanced. Why?

This question of a school program goes deep. It involves an educational ideal. Man is a complex animal, with a body, mind, and soul. The whole man goes to school—how much of him shall we educate? If only a part, which part? The advocates of a broad curriculum hold to an all-around education. The narrow gauge men are forced to one of two positions: either they deny the practicability of rounded development, or assert the sufficiency of their narrow course to meet its demands. In my judgment neither position can be maintained. One is not good religion, the other is not good philosophy. God gave man all his faculties to be developed, and reading, writing, arithmetic, grammar, and history, even with physiology added, are not sufficient to compass this design.

By the committee of fifteen, language (under which term is included reading, writing, and grammar) is classed as of prime importance in a course of study, with arithmetic second, followed by geography and this by history.

Written language, as some one has said, is the intellectual prime meridian which among nations divides the civilized from the uncivilized, and among individuals in a community, is the boundary line between enlightenment and the dark realms of illiteracy.

(Continued in January Journal.)

NEW BOOKS.

NATURAL ELEMENTARY GEOGRAPHY. By Jacques W. Redway. 144 pages. Price, 60 cents. American Book Company.

This manual at once received the approval of the schools. It meets a twofold purpose, and both, successfully. It is an admirable geographical reader, and is not less excellent as an introduction to the study of geography, as modern thought and experience demand. In the treatment of relief, drainage, and waterfall, it is clear and perspicuous; the illustrations admirably supplement the text. To date, this seems to be the book for beginning the study of geography. If a teacher is limited by a school board to some other text-book in the class-room, still he cannot afford to dispense with *this* geography in his preparation for his classes.

OLD GREEK STORIES TOLD ANEW, by Josephine P. Peabody, is another number of the Riverside Literature Series. The stories in this collection will prove as valuable as those told or retold by Hawthorne in the "Wonder Book" and "Tanglewood Tales."

THE STORY OF TROY. By M. Clarke. Illustrated, 254 pages. 60 cents. American Book Company.

This book brings the great legend of the Greeks and Trojans, as told by Homer, within the easy and delighted comprehension of young readers. Indeed, we may add that it would well repay the candidate for entrance to our colleges to read it in connection with other preparatory requirements. The photogravures of celebrated paintings, illustrating the text, are most valuable.

ELEMENTARY DICTATION AND COMPOSITION. By T. P. Crump, of Baker School, Richmond, Va. 70 pages.

This thoroughly practical treatise is the work of a teacher of large and successful experience in the public and private schools of Richmond. In this book we have a series of systematic and progressive lessons in dictation and composition, which will be found of greatest utility in the primary grades. In matter and method of treatment this little book is, from beginning to end, practical; there is on every page the mark of the observant and critical teacher. Whatever may be the text book in language work used in this or that school, certainly Mr. Crump's book can be used as an valuable adjunct. It deals with the essentials of language work as demanded in the lower grades directly and suggestively. Many teachers have shown their appreciation of the book by testing it in their classes.

Write to Mr. Crump for other information.

LITTLE LESSONS IN PLANT LIFE FOR LITTLE CHILDREN. By Mrs. H. H. Richardson, Springfield School, Richmond, Va. [Cloth, 114 pages, 40 cents.] B. F. Johnson Pub. Co., Richmond, Va.

In our September issue we announced that this work was in press. It has since appeared in most attractive form and at once received high favor. It meets a general need of the teachers of the State, and will prove not less valuable to teachers of every section. The demand for instruction in elementary science in the schools is general—the difficulty in the way of the teachers has been their lack of instruction in matter and method. Mrs. Richardson

comes to their relief; and their embarrassment will be removed so far as plant life is concerned. She tells of plants what is essential to be known, and what can be readily understood by the youngest pupils, at the same time directs the teacher in the method of teaching the subject—in this direction the book is of highest value to primary teachers. "Plant Life" has already received the highest commendations from teachers and others, among the latter, from Dr. Paul Whitehead, easily the foremost botanist in Virginia. The book is handsomely gotten up—illustrated by the author. Address the B. F. Johnson Pub. Co., Nos. 1 and 3 Eleventh St., for prospectus, etc.

CIVIL GOVERNMENT IN THE UNITED STATES. By A. O. Wright. Midland Publishing Company, Madison, Wis.

The subject of civics is year by year calling for larger attention in the schools. This is as it should be. In a democracy, certainly, the children should be well-grounded in a knowledge of the principles on which their government is founded, and likewise informed in regard to the machinery by which these principles are enforced. The child—the future citizen—should not be left to pick up here and there, in a disjointed and unconnected way, the fundamental facts and principles bearing upon his rights, privileges, and duties as a citizen—there must be regular and systematic instruction of the youth of the country in regard to that instrument, the "Constitution." The work before us is a revision of the author's, "An Exposition of the Constitution of the United States," which has been widely and successfully used in the schools. In the revised form it will more readily meet a general demand. We can give the book hearty commendation, yet there remains much to be done in every state, especially in the South, in the way of enlarging the knowledge of pupils in regard to state as well as national government.

BOOKS RECEIVED FROM THE AMERICAN BOOK COMPANY.

BIBLE READINGS FOR SCHOOLS. Edited by Nathan C. Schaeffer, Ph. D., D. D., Superintendent of Public Instruction of Pennsylvania. Linen, 12mo., 217 pages. Price, 35 cents.

PHYSICS FOR GRAMMAR SCHOOLS. By Charles L. Harrington, M. A., Head Master of Dr. J. Sachs's School for Boys, New York City. Cloth, 12mo., 123 pages. Price, 50 cents.

A STUDY OF ENGLISH WORDS. By J. M. Anderson. Cloth, 12mo., 118 pages. Price, 40 cents.

THIRD YEAR IN FRENCH. By L. C. Syms, Bachelier ès Lettres, Licencié en Droit de L'Université de France, author of "First Year in French" and "Second Year in French." Linen, 12mo., 314 pages. Price, \$1.20.

THE PENNSYLVANIA READER. Historical and Patriotic. By Stephen O. Goho, A. M. Cloth, 12mo. Price, 50 cents.

A BRIEF LATIN GRAMMAR. By W. D. Mooney, A. M., Battle-Ground Academy, Franklin, Tenn. Cloth, 12mo., 272 pages. Price, 75 cents.

THE AMERICAN MONTHLY REVIEW OF REVIEWS

It is impossible to promise particular features that will appear in the "AMERICAN MONTHLY" during the coming year, for it is, as the *Bookman* says, "a great monthly newspaper." As such, it prints for its readers an illustrated account of the notable things which make the history of

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the month, of the political, the economic, and literary happenings which are of value to intelligent men and women. The Editor's "Progress of the World" tells succinctly an illustrated story of the month. The "Leading Articles" give the best thought and information of the current magazines in five continents; the contributed articles furnish the character sketches of the man of the month, and give timely discussions by authorities on any question of immediate serious import.

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Mr. Anthony Hope Hawkins, the author of "The Prisoner of Zenda," proves, on the closer acquaintance which his visit to this country is now yielding, no less attractive as a man than as a writer. His public readings from his own works seem to give his large audiences the highest satisfaction; and in the busy course of friendly dining through which he has been put since he landed he has shown himself the kindest and most unassuming of guests of honor.

Mr. Hawkins is now thirty-four years old. He began life as a lawyer, and in 1893 he made a vigorous but unsuccessful canvass for a Liberal seat in Parliament. While waiting for clients he began to write stories. He made his way but slowly at first; he had been writing four or five years before he achieved a pronounced success in "The Prisoner of Zenda." "The Dolly Dialogues" followed and confirmed his popularity. It is an interesting fact that while he is visiting in this country an American magazine will begin publication of a sequel to the story which was his great success. McClure's MAGAZINE for December will contain the opening chapters of "Rupert of Hentzau," a new Zenda novel which contains the history of the love and adventures of Rudolf of Rassendyll and Princess Flavia. They were extremely engaging people as they presented themselves in "The Prisoner of Zenda;" but those who have had the privilege of reading the new story say that they are still more engaging in it, and that the series of adventures through which it carries them is one to keep readers sitting up all night. The story has been illustrated for McClure's by the author's personal friend, Charles Dana Gibson.

Official Department.

JOHN E. MASSEY, LL.D., *Superintendent Public Instruction*, EDITOR.

The Journal is sent regularly to County and City Superintendents and Clerks of District School Boards, and must be carefully preserved by them as public property, and transmitted to their successors in office.

State Spelling Contest.

FIRST REPORT.

FREDERICKSBURG, VA., November 30th, 1897.

HON. JOHN E. MASSEY,
Superintendent Public Instruction, Richmond, Va. :

DEAR SIR,—In pursuance of Circular No. 156—State Spelling Contest—I have the honor to submit the following report of Spelling Contests conducted in the public schools of Fredericksburg, on Friday, November 28, 1897, in conformity with requirements of said circular:

	White.	Colored.	Total.
No. schools taking part in contest...	4	3	7
No. pupils taking part in contest....	184	99	283
No. pupils spelling all words correctly	0	0	0
Percentage of words correctly spelled.....	34%.		

Very respectfully,

B. P. WILLIS,
Superintendent.

Greatest number spelled by any one pupil, 27.

RADFORD.

Report of Conductor Chas. H. Winston.

HON. JOHN E. MASSEY,
Superintendent of Public Instruction :

DEAR SIR,—I have the honor to submit the following report of the State Peabody Normal Institute, held at Radford, Va., June 29 to July 27, 1897 :

PLACE AND TIME.

The city of Radford had some advantages as a place for such a Normal, in its easy accessibility, its fine scenery, its cool and healthful breezes, and, especially, in its possession of a commodious and altogether suitable building for the sessions of the school. Its widely scattered location, however, and other local circumstances made it not so favorable for afternoon and evening exercises, which had to be modified accordingly.

The sessions continued for exactly four weeks, or twenty working days, extending each day from 8.30, A. M., to 2, P. M.

ORGANIZATION.

The organization of the Institute, as made by yourself and published in your circular, No. 147, was as follows :

Conductor—Prof. Charles H. Winston, LL. D., Richmond, Va.; Theory and Practice of Teaching.

Dr. D. M. Brown, City Superintendent Schools, Petersburg, Va.; Geography and Physiology.

Miss Lizzie S. McCue, Staunton High School; Drawing and Spelling.

Mr. George F. Merrill, Principal Richmond High and Normal School; Arithmetic and Reading.

Mr. H. E. Button, Culpeper, Va; History.

Prof. Frank O. Payne, M. Sc., Glen Cove, N. Y.; Language, also Methods and Nature Study.

Local Manager—Mr. W. P. Gunn, Principal of Schools, East Radford, Va.

PROGRAMME OF DAILY WORK.

The programme, as published in your circular, was substantially carried out and need not be reproduced. Some changes in the *order* of the classes were necessitated, by the fact that the assignment of subjects to the several institutions differed in our organization from that in the programme. I also found it needful to break the long session with a brief recess near the middle of the day. But the principal change in the programme grew out of the fact, which soon developed itself, that Prof. Payne's special lectures, designed to be given "daily in the afternoon or evening," could not be so given. There was no suitable hall suitably lighted for the purpose, and many teachers living at a distance could not attend. It seemed inevitable, therefore, to incorporate these lectures into the regular programme; this was, therefore, done by reducing the time of all the lessons to thirty minutes each. The result was entirely satisfactory to all. As required by your circular, there was first a division into senior and junior departments (the latter being much the larger), and then a sub-division of each department into two "sections," making four sections or separate classes in all. Each section and *each* teacher attended two lessons a day, or a total of exactly 197 in all; while the whole number of lessons given by the instructors was four times this, or 788.

REGISTRATION.

There were represented forty-four counties and cities of Virginia, also three other states and one foreign country.

ATTENDANCE.

The total enrollment, 308; average daily attendance, 210.9; percentage of attendance, 68.47; number of teachers attending *every one* of the 197 lessons given to his section, and receiving "perfect attendance" certificates, 109; number attending *at least half* this number of lessons—that is, for at least ten full days, and receiving "partial attendance" certificates, 113.

The result thus indicated seems to me a truly remarkable one. Considering the purely voluntary character of these normals, with practically no restrictions upon admission to them, it is most surprising, as well as most gratifying, to find the percentage of attendance so high, and especially to find that more than *one third* of the whole number of teachers entering the normal attended every lesson, without missing a single one for any cause whatever. I doubt whether such a record has been made before; and it accords fully with the impression made by the school upon all who observed it. This impression was that the teachers in attendance here were of a higher grade of intelligence, and of a more earnest and faithful spirit than those usually attending similar gatherings. Professor Payne, who has had large experience with normal institutes in his own State of New York, stated publicly that in personal qualities, and in preparation, these Virginia teachers were fully equal to the best of those that he had met in his own state.

INSTRUCTORS AND THEIR WORK.

In the official "supervision" expected of me as conductor, I sought, with as little interference as possible with individual plans and methods, first, to make all the teaching thoroughly practical and adapted to the needs of the teachers, and, secondly, to make it cover in its scope with all practicable strictness the "Outline Course of Instruction" as given in your circular. I have also received from each of the instructors more or less detailed statements of the work attempted and that actually accomplished by each. And I am satisfied, from both these sources of information, that the several instructors, without exception, not only accepted fully the Outline Course as their general guide, but followed it faithfully and completed fairly the various topics therein given. I may say for myself that I found the outlines for the Theory and Practice of Teaching and Psychology well suited to the purpose, and I followed them implicitly—expanding, enlarging, and enforcing as best I could.

In connection with the work done I cannot withhold a brief reference to the instructors themselves. I have seldom if ever been associated with colleagues who have worked so pleasantly, so effectively, and so satisfactorily to all and in all respects, as have those who constituted the Faculty of Radford Normal. The teaching was of the highest order, and the bearing and impress of each was courteous, elevating, and inspiring.

EXAMINATIONS.

As desired by you, the examinations for state certificates were held July 15, 16, and 17. There were twenty-six applicants, and the papers were duly forwarded to your office. The Peabody examinations also were held July 22 and 23. There were ten applicants, but only five completed the whole examination. These papers also were duly forwarded to you.

We were able, with some little inconvenience, to carry on both these examinations without interfering at all with the regular work of the Institute. But the fact clearly revealed itself that teachers were inadequately informed on the whole subject of these examinations, often

coming to them apparently without deliberate purpose or preparation, and with little knowledge of their importance, their character, or even the subjects covered by them. An adherence to your rule, requiring applicants to register in your office prior to July 1st, and increased diligence of the county superintendents in disseminating information on the subject, would do much to correct the evil.

VARIOUS ITEMS.

The superintendents of Montgomery, Giles, Pulaski, Floyd, and Surry counties visited the Normal, and some of these remained several days. Superintendent W. P. Gunn, of Radford city, was in daily, almost hourly, attendance, and I cannot speak too highly of his zeal and efficiency, both as local manager and as secretary of the Institute.

Your own presence with us for two days of our session, and your address to the assembled teachers of the Normal and the citizens of Radford were highly appreciated by us all. As already stated, the local conditions for evening lectures and entertainments were not so favorable, yet there were several of these that were well received, and, indeed, on almost every evening some exercises—religious or social—were provided by the citizens for the profit and pleasure of the Normal teachers.

A large number of visitors attended daily our sessions and gave orderly and interested attention to our exercises. The public opening exercises on the evening of June 29th were of a high order, and indicated well the cordial and active interest and sympathy of the community in our work. The closing exercises occupied only the last hour of the session—from 1 to 2 P. M. of July 27th—during which certificates were delivered and brief words of parting spoken; they were simple, hearty, and impressive.

CONCLUSION.

In concluding this report I may briefly say that in some most important respects the Normal held at Radford will compare favorably with any that have been held in the state. Year by year the intelligence, the preparation, and the professional status of the teachers attending these normals is seen to be steadily growing higher. But those attending the Radford Normal seem to me to be truly exceptional in these respects. Considerably more than half of the actual teachers present had first-grade or professional certificates; and more than one-third of all who attended at all attended every lesson. Altogether, I have perhaps never seen a more orderly, earnest, wide-awake and teachable body of persons; and with the really superior corps of instructors sent to them by you I am confident that an amount of genuine progress and uplifting has been made that may hereafter be remembered with pride and pleasure by all who have participated in the work. Nor can we fail to note what an impulse such gatherings as these, under similar conditions, must give to the great cause of education throughout our state.

Respectfully submitted,

CHAS. H. WINSTON,

Digitized by Google Conductor.

IRVINGTON.

Report of Conductor Jas. P. Britt.

HON. JOHN E. MASSEY,

Superintendent Public Instruction :

DEAR SIR,—I have the honor to transmit the following report of the Peabody State Summer Normal, held at Irvington, Va., June 29th to July 27th, covering a period of twenty (20) days of normal work :

The Place.—Irvington is delightfully located on Carter's creek, a branch of the Rappahannock, about seven miles from Chesapeake bay, and we found its summer climate exceedingly pleasant and comfortable—an item of primary consideration in locating a normal school. The local manager had secured the Chesapeake Academy, having a fine assembly hall and two large class rooms, which just comfortably accommodated the number in attendance.

PROGRAMME, ORDER OF ARRANGEMENTS, &c.

We were formally welcomed by the citizens at the M. E. church, the pastor, Rev. Mr. Robbins, delivering the address. Superintendent Lewis, of Lancaster, replied for the Normal, while Prof. A. D. Dunbar and myself also made brief addresses.

I may say here that we had addresses at various periods during the session, from Superintendents Williamson, Baird, and Fox, which were much enjoyed by the teachers, while the two delivered by yourself were the subjects of favorable comment from the citizens as well as the teachers.

You are aware that I was called upon unexpectedly to assume charge of this Normal, owing to the untimely illness of Prof. T. J. Stubbs, whom you had appointed Conductor, and whose absence was deeply regretted by the teachers and faculty—by none more sincerely than by myself.

I found that by dividing the schools into one senior and two junior sections our three rooms would be about comfortably filled, and at the same time the grade conditions would be met, and so arranged the schedule of work that each section would have the entire list of subjects presented daily. We commenced at 8:30, A. M., and closed at 2, P. M., with a recess of fifteen minutes at noon.

Enrollment.—The total number enrolled was 150, having 86 present the first day, and 103 on the last day. The average daily attendance was from 73 per cent. to 75 per cent., which is, I think, a very good record. Of the total enrollment, 19 were gentlemen, a somewhat larger percentage than is usual in the eastern part of our state. Some were deterred from coming by hearing that there was lack of boarding facilities.

INSTRUCTORS AND THEIR WORK.

The Instructors, with their several subjects, were as follows :

Conductor—James P. Britt, Rector of Queen Street school, Norfolk, Va.; Theory and Practice of Teaching, Arithmetic and Language.

Prof. A. D. Dunbar, Ph. D., Peekskill, N. Y.; History, Methods and Nature study.

Miss E. V. Faris, Richmond High School; Physiology and Spelling.

Mrs. A. P. Huckstep, Albemarle county; Geography and Reading.

Miss Farinholt, Baltimore (in place of Mrs. May F. Jones, appointed); Drawing.

The "Outline Course of Instruction" (circular 147 Peabody, state summer normal schools) was insisted upon by me as the basis of all the work of the Instructors, except that of Professor Dunbar on Methods and Nature Study, which were not outlined, and, I believe, was faithfully followed. Instructors were urged to make the work as practical, clear and applicable to actual school-room work as could possibly be done, and exemplify the method in the presentation of the subject. While it will always be true that some have a happier faculty of doing this than others, and while the majority of teachers evince more interest in certain subjects, esteemed by them to be more important than others, yet I am satisfied that great real advance was made throughout the whole course, and that the teachers assembled at Irvington received a stimulus to thorough and wide research that will be of lasting benefit to them and to the pupils of whom they may have charge.

The instructors were unanimous in their reports of earnest attention in the class-room, and diligent preparation on the part of the teachers, of whatever work was assigned them.

Certificates.—The "twenty days" certificate acted powerfully in holding up the attendance, very few of those present on the first day leaving until the close; though many of these, from temporary illnesses, failed to secure the "perfect" record.

Perfect certificates were issued to 62, being 41 per cent of total enrollment.

Mr. W. McD. Lee, local manager, looked after our personal comfort in a most charming manner, while to Dr. Newbill, Mr. Long, and others, the instructors and teachers alike are indebted for many courtesies that helped to make our stay pleasant.

I can best close this report by expressing my hearty thanks to the instructors for their ready co-operation in the work. With less intelligent assistance there must have been some friction, whereas there was not a jar.

Respectfully submitted,

JAMES P. BRITT,

Conductor.

GEOGRAPHY.—Value, 100.

1. (a) What causes a difference in the length of the earth's diameters? (b) What makes the sun appear to move around the earth from east to west? (c) On what does the amount of heat received from the sun at any point depend?
2. (a) What is the difference between prairies and selvas? (b) Where in America are prairies found? (c) Selvas?

3. (a) What is the great product of Canada? (b) Mention the chief exports of the United States.
4. (a) What are glaciers and how are they formed? (b) Name some locality within the temperate zone where they are found.
5. (a) In which half of the United States do the low plains mostly lie? (b) Name three bays on the Massachusetts coast. (c) What two large islands belong to Massachusetts?
6. (a) What is the government of Mexico? (b) What language prevails there? (c) What mineral does Mexico produce in great abundance?
7. What countries of Europe are included in whole or in part in the Great Low Plain?
8. (a) Mention some of the mineral products of Japan. (b) What strait connects the Arabian Sea and the Persian Gulf?
9. (a) What is the controlling power in Southern Africa? (b) Name the three islands that compose New Zealand.
10. Locate (a) Mobile, (b) Lisbon, (c) Constantinople, (d) Gulf of Salonica.

(Time allowed for geography, one and a half hours.)

GEOGRAPHY.—ANSWERS.

1. (a) The flattening at the poles causes a slight difference in length.
(b) The motion of the earth on its axis from west to east.
(c) On the direction in which the sun's rays strike it. The more nearly perpendicular the rays are, the more heat they impart.
2. (a) Prairies are treeless, grassy plains; selvas are forest plains. (b) Prairies are found in the Mississippi Valley. (c) Selvas are found near the Amazon river.
3. (a) Furs. (b) Breadstuffs, cotton, provisions, petroleum, tobacco, live cattle, and various manufactures.
4. (a) Glaciers originate in vast fields of snow. Subjected to the pressure of their own mass and to alternate surface freezings and meltings, these great deposits of snow are converted into seas of ice, solid yet capable of adapting themselves to the irregularities of their channels.
(b) The Alps.
5. (a) In the eastern half. (b) Massachusetts Bay, Cape Cod Bay, and Buzzard's Bay. (c) Nantucket Island and Martha's Vineyard.
6. (a) Republic. (b) Spanish. (c) Silver.
7. France, Belgium, Holland, Germany, Russia, Austria, Sweden, Roumania, and Bulgaria.
8. (a) Copper, silver, gold, iron, and coal.
(b) Strait of Ormus.

9. (a) Great Britain.
(b) North Island, South Island, and Stewart Island.
10. (a) Southwestern part of Alabama on the river and bay of the same name. (b) Southwestern part of Portugal at the mouth of the Tagus River. (c) Southeastern part of Turkey in Europe, on the Strait of Bosphorus. (d) An arm of the Aegean Sea between Greece and Turkey.

HISTORY.—Value, 100.

1. (a) What part of America was explored by the Spaniards under De Soto? (b) What river was discovered in this expedition? (c) What nation disputed with Spain the colonization of this part of America?
2. (a) Under the direction of what religious order were the Great Lakes and Mississippi River explored? (b) Give the names of the two most noted of these explorers? (c) For what country was the land acquired?
3. (a) What was the first legislative body elected by the people that ever convened in America? (b) During whose rule in England did many cavaliers find refuge in Virginia? (c) What governor of Virginia crossed the Blue Ridge and explored as far as the highest peak of the Alleghanies?
4. How did the Dutch possessions in America pass into the hands of the English?
5. (a) What war ended French occupation of the Northern Continent? (b) What was the most important battle of this war?
6. (a) For what reason did the English Parliament close the port of Boston in 1774? (b) Who was sent from America to seek the aid of France in the Revolutionary War?
7. (a) During whose administration was the Louisiana Purchase made? (b) The Gadsden Purchase? (c) What territory comprised the latter?
8. (a) Who was the commander of the Alabama? (b) By what vessel was she attacked and destroyed, and where?
9. (a) In what year was Grant made commander-in-chief of the Union forces? Who was his trusted lieutenant in the West?
10. (a) In what war was General Custer killed? (b) What was the McKinley Bill?

(Time allowed for history, one and a half hours.)

HISTORY.—ANSWERS.

1. (a) Southeastern part of the United States—Florida, Georgia, Alabama, Mississippi, Arkansas, and Louisiana. (b) The Mississippi. (c) France.
2. (a) The Jesuits. (b) La Salle and Marquette. (c) France.

3. (a) The "House of Burgesses" of Virginia. (b) Cromwell's. (c) Governor Spotswood.
4. The English had never surrendered their claim to New Netherland, though they had permitted the Dutch to control it. Charles II. granted this whole region to his brother James, who appeared before New Amsterdam and demanded its surrender. The Dutch governor, Stuyvesant, finding the citizens gave him no encouragement to resist, surrendered to the Duke of York, who took possession of the province and called it New York.
5. (a) The French and Indian War. (b) Quebec.
6. (a) To punish the city for having thrown the tea into the sea.
(b) Benjamin Franklin.
7. (a) Thomas Jefferson's. (b) Franklin Pierce's. (c) The land south of the Gila River, now a part of Arizona.
8. (a) Captain Raphael Semmes.
(b) The Kearsarge, off the coast of France at Cherbourg.
9. (a) 1864. (b) General Sherman.
10. (a) In a war with the Sioux Indians.
(b) A protective tariff bill.

PHYSIOLOGY AND HYGIENE.—Value, 100.

1. (a) Why are we taller in the morning than at night?
(b) At what age does man reach his full height?
2. (a) Why should correct habits of posture be formed in youth? (b) Give directions for the posture of the body while standing and walking.
3. (a) Tell the difference between the voluntary and involuntary muscles and give an example of each.
(b) What is the effect of exercise on the heart, skin, and appetite?
4. Describe the intestines.
5. (a) What is coagulation of the blood? (b) What wisdom is there in the law of the blood's coagulation?
6. Describe the epiglottis and its use.
7. (a) What are the forms of nervous tissue? (b) When is a limb said to be "asleep"?
8. By what means are vibrations transmitted from the tympanic membrane to the inner ear?
9. (a) What is the function of accommodation of the eye? (b) In what does it essentially consist?
10. Why does the air of badly ventilated rooms cause dullness, drowsiness, and faintness in human beings?
(Time allowed for physiology, two hours.)

PHYSIOLOGY AND HYGEINE—ANSWERS.

1. (a) During the day the constant pressure upon the joints of the spine, while the body is erect, dimin-

ishes the thickness of the cartilages; so that a person is not so tall in the evening as in the morning.
(b) Twenty-five years.

2. (a) Bad habits of posture, early formed, become fixed in later life, and their results are with difficulty remedied. (b) Hold the head erect with the chin somewhat near the neck; expand the chest in front; throw the shoulders back, keeping them of the same height on both sides; maintain the natural curves of the spine.
3. (a) The muscles are voluntary or involuntary, according as they are, or are not, under the control of the will. The heart is an example of an involuntary muscle; the muscles of the hand are voluntary muscles.
(b) The heart beats more rapidly, the skin acts more freely, the temperature rises, the brain is invigorated, and the appetite and power of digestion are increased.
4. The intestines are continuous with the stomach, and consist of a fleshy tube, or canal, twenty-five feet long. The small intestine, whose diameter is about one inch and a half, is twenty feet long, and very winding. The large intestine is much wider, and five feet long. The general structure of these organs resembles that of the stomach. Like it, they have a mucous membrane, or inner lining, whence flow their digestive juices; and outside of this a muscular coat, which propels the food onward. Both intestines and stomach are enveloped in the folds of an outer membrane, called the peritoneum.
5. (a) Blood, when removed from its vessels, begins to coagulate, or assume a semi-solid consistence. If allowed to stand, after several hours, it separates into two distinct parts, one of them being a dark red jelly, called coagulum, or clot, which is heavy and sinks; and the other a clear, straw-colored liquid, called serum, which covers the clot.
(b) It is our safeguard against death by hemorrhage.
6. The epiglottis, consisting of a single leaf-shaped piece of cartilage, is attached to the front part of the larynx. It is elastic, easily moved, and fits accurately over the entrance of the air passages below it. Its office is to guard these delicate passages and the lungs against the intrusion of food, and other foreign articles, when the act of swallowing takes place. It also assists in modifying the voice.
7. (a) The gray substance and the white substance. (b) When a nerve is so compressed as to be temporarily unable to perform its functions, a transient paralysis takes place, and the limb is said to be "asleep."
8. By a chain of four small bones suspended between the two membranes.
9. (a) The capacity which the eye possesses of adjusting itself to distances. (b) It consists essentially in a change in the curvature of the front surface of the crystalline lens, partly through its own elasticity

and partly through the action of the ciliary muscle. When accommodated for distant objects, the lens is flatter, and its curvature diminished; for near vision, the lens is thicker, and its curvature increased.

10. Because the dark, impure blood circulates through the brain, oppressing that organ and causing it to act like a blunted tool.

THEORY AND PRACTICE OF TEACHING.— VALUE, 100.

1. The teacher being to a degree responsible for the bodily health of the pupil, should guard against what special dangers?
2. Why should the teacher always cultivate a pleasant countenance?
3. In arranging a school program, what sort of studies should come in the early hours of the day, and why?
4. Mention some (3) requisites in the teacher for good government.
5. What advantage is derived from training pupils to perform many details of school life, such as distributing books, etc., without the personal supervision of the teacher?
6. Give some (3) devices for securing and holding the attention of pupils in the class.
7. What are the dangers of concert recitation?
8. (a) What is the effect on the pupil of asking "leading questions"? (b) Give an illustration of what is meant by a "leading question."
9. Give your method of conducting a recitation in geography.
10. Mention the pedagogical literature you have read in the past year.

(Time allowed for theory and practice, one and half hours.)

THEORY AND PRACTICE OF TEACHING.— ANSWERS.

1. Dangers arising from the neglect of exercise, too close confinement, over-excitement, over-study, lack of proper ventilation, heat and light.
2. No man has a moral right to render uncomfortable those who surround him, by habitually covering his face with looks of discontent and moroseness. It is peculiarly wrong for the teacher to do it. It is for him to present an example of self-government under all circumstances. A peevish, frowning teacher is very likely to produce petulance and sullenness in his pupils; while a cordial smile warms the generous affections into life and beauty.
3. Exercises that require the greatest stress of mental effort. The working power of the mind is at its best from nine to twelve, and so a subject like arithmetic should come in the forenoon.
4. Self-government, confidence in his ability to govern, just views of government, just views of the governed, decision, firmness, deep moral principle.
5. The teacher saves a great deal of time and energy by the employment of such devices.

6. Pupils should be massed, not scattered over the room; the question should be asked before the pupil's name is called; there should be no fixed order of calling on pupils to recite; where there is a strong tendency to inattention, one call should not exempt a pupil from further service; calling on pupils by means of cards on which their names are written has a decided advantage.

7. It destroys the independence of the pupil by taking away his individuality. Learning to rely on others, he becomes superficial. He is tempted to indolence by the knowledge that his deficiencies will not stand out by themselves; and he comforts himself after a poor recitation with the reflection that he has concealed his want of thoroughness from the teacher.

8. (a) It is a waste of time by both parties, and results in stupefying the mind of the pupil and making him thoroughly superficial. There is perhaps no more effectual way of making an inefficient school.
(b) "John, what is this denomination on the black-board, dollars, isn't it?" "Yes, sir," says John.
"Well, what is the remainder, dollars, too, isn't it?" "Yes, sir, dollars," says John.

9. Answers will vary.

10. Answers will vary.

THE MAGAZINES for December are unusually attractive. We have received *Lippincott's*, *McClure's*, *Appleton's*, *Popular Science Monthly*, and *The Ladies' Home Journal*

THE FIRST CALL TO CHATTANOOGA.

The meetings of the Department of Superintendence of the National Educational Association will be held at Chattanooga, Tenn., on Tuesday, Wednesday, and Thursday, February 22-24, 1898. The morning and evening sessions will be devoted to regular discussions, and the afternoon sessions to conferences on important subjects. "The Mission of the Elementary School," "The Township High School," "Vacation Schools," and "Continuous Sessions at Normal Schools," are among the topics which will be discussed by experts from the Superintendent's point of view. "What can Child Study Contribute to the Science of Education?" is a question that will be treated with a view of ascertaining the limits of the services that may be rendered by investigations in this line. The æsthetic side of education will receive attention in a paper on "The Influence of Music and Music Study upon Character," and in an address by Dr. Harris on "The Value of the Tragic and the Comic in Education." Gov. Robert D. Taylor, one of the famous orators of the South, will deliver an address of welcome. The famous Dr. Scovel, of Wooster, Ohio, has promised an address on "Realizing the Final Aim of Education."

State Superintendent Grace R. Patton has agreed to organize a conference of State Superintendents. The Herbart Society promises an interesting programme for its sessions. The afternoon conferences will take up "School Hygiene," "Promotions," and "The Improvement of Our Common Schools." A youth who passes through the elementary schools, the high school, the college and the professional school enters his profession in America two or three years later than if he had studied in the schools of England, France, and Germany; and it is hoped that these conferences will bring to light some causes of this waste of time and effort in our schools.

The hotels have agreed to make the usual reduction in rates. The Southeastern Passenger Association has adopted a rate of one first-class fare for the round trip to Chattanooga, and favorable rates are expected from the other passenger associations. The views of scenery from Lookout Mountain are unsurpassed. The municipal authorities of Chattanooga are taking steps to provide for the superintendents and educators who will attend the meetings, a grand, good time.

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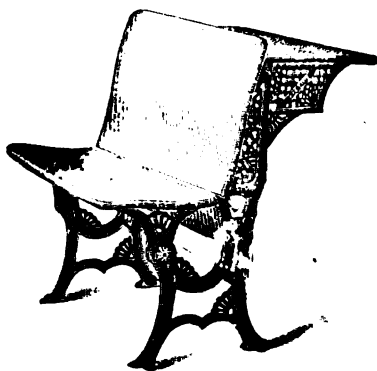
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NINTH ANNUAL SESSION

OF THE

Virginia

Summer School

.. of Methods

AT

CHARLOTTESVILLE, VIRGINIA,

BEGINNING

Monday, June 28th, 1897,

CLOSING

Friday, July 23d, 1897.

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School of Methods.

PSYCHOLOGY.

NOAH K. DAVIS, A. M., LL. D., Professor of Moral Philosophy, University of Virginia.

PEDAGOGY.

WICKLIFFE ROSE, A. M., Professor of Pedagogy, Nashville Normal College.

TALKS ON TEACHING.

A. E. WINSHIP, Editor *N. E. Journal of Education*, Boston, Mass.

ARITHMETIC.

MISS MARGARET DEWITT, Kansas City, Mo.

HISTORY.

W. F. GORDY, Principal of Schools, Hartford, Conn.

GEOGRAPHY.

MISS M. LIZZIE HARVEY, Public Schools, Lynchburg, Va.

SCHOOL MANAGEMENT.

A. E. WINSHIP, Editor *N. E. Journal of Education*, Boston, Mass.

ADVANCED READING.

MISS MARGARET DEWITT, Kansas City, Mo.

PRIMARY METHODS.

MISS IDA G. MYERS, Principal of Training School, Washington, D. C.

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MISS JULIA H. TALBOTT, Supervisor of Penmanship, Pawtucket, R. I.

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AUSTIN C. APOAR, State Normal School, Trenton, N. J.

Academic Department.

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J. LUTHER SHEPPE, Principal of Schools,
Princeton, W. Va.

GRAMMAR.

Mrs. CARRIE W. ROGERS, formerly of State
Normal School, Farmville, Va.

GEOGRAPHY.

Miss M. LIZZIE HARVEY, Public Schools,
Lynchburg, Va.

HISTORY OF UNITED STATES.

LEROY S. EDWARDS, Principal of Schools,
Richmond, Va.

PHYSIOLOGY.

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School, Portsmouth, Va.

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Richmond, Va.

DRAWING.

Miss LILLIE M. GODDEN, Supervisor of
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HARTLEY TURNER, Supervisor of Music,
Lynchburg, Va.

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W. A. LAMBERT, M. D., Director of Gym-
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BOTANY.

AUSTIN C. APGAR, State Normal School,
Trenton, N. J.

READING AND ELOCUTION.

Mr. and Mrs. HENRY L. SOUTHWICK, Emer-
son School of Oratory, Mass.

ENGLISH LITERATURE.

C. W. KENT, A. M., Ph. D., Professor of
English Literature, University of Virginia.

STUDIES IN SHAKESPEARE.

HENRY L. SOUTHWICK, O. M., Emerson
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J. A. CHAMBERLAIN, Supervisor of Manual
Training, Washington, D. C.

Notes.

Charlottesville is the county seat of Albemarle county. It is situated in the valley of the Rivanna river, between the Blue Ridge and Southwest mountains, in that renowned section of our State known as "Piedmont Virginia." Two of the great trunk line railways—the Chesapeake & Ohio and the Southern—cross each other here, making it easy of access from all parts of the State.

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The Virginia School Journal.

VOL. VI.

RICHMOND, MAY, 1897.

No. 5.

J. A. McGILVRAY, Editor.

Terms, - - - \$1.00 a year (10 numbers) in advance.

The Journal is published at Richmond the first of each month except July and August. The annual volume begins in January. New subscriptions may begin with any month and the subscriber will receive the ten numbers following.

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**The
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Journal
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1. Better salaries for teachers, and prompt payment.
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3. Life diplomas, issued by the State and worthily won.
4. A deliverance from annual examinations, after competency has been once established.
5. A Teachers' Reading Circle, with no fees attached.
6. A Virginia Chautauqua, with a permanent home.
7. Closer supervision, with salaries that justify it.

We would be glad to receive from our readers statements of views on any of the above subjects.

Be brief and to the point.

PREPARE for the Summer Normals.

++

THE School of Methods goes to Charlottesville this year. Particulars are given in this number. See pages 146-7.

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SEE Superintendent Massey's announcement concerning the Summer Normals in the Official Department of this issue.

++

Be sure to attend one of the Summer Normals. See the Faculty announced for the School of Methods.

++

THE fact that a Conference of the County Superintendents of the State is to be held in this city during May is well known to every school official. The Conference opens in the Hall of the House of Delegates at 8:30 P. M. on the 3d, and will continue through the 4th, 5th, and 6th. The "Preliminary Program" was printed in the Official Department of the JOURNAL for April, and it presents a varied, attractive, and interesting array of topics—topics which vitally concern the welfare of the schools, and which should command the close attention and active interest of every friend of public education. To the discussion of these topics *fifty-three* superintendents have been assigned, with ample time for reflection and research, by way of preparation. These gentlemen are among the foremost of our leaders in public school work, and are fully capable of treating these subjects in a way that will be both helpful and stimulating. They have all had experience along the lines of work indicated in the "program," and have been no doubt diligent students of the abundant literature easily accessible on all these topics. They are also "men of affairs," familiar with business principles, rules, and methods, and know how to accomplish great results from meagre resources. They are men of sound judgment

and discretion, not easily swayed by impulse or prejudice, who understand and appreciate the doctrine of "the greatest good to the greatest number" (which is one of the great aims of public education), and they are able to subject their own theories or the theories of others to the stern analysis of the facts of experience, and so bring out the *real truth*. We hope that these gentlemen will take some such view as this of the honorable and responsible position to which they have been assigned; that they will make the best possible preparation for the work they are to do; and that they will come to Richmond fully imbued with a sense of the value and importance of public schools, and with a firm and united determination to extend and improve the system throughout the Commonwealth.

We desire further to enlarge our appeal, and include the school trustees throughout the State—the *governing* body of the schools. After all, the efficiency and success of any system of public schools depend chiefly upon the *trustees*. They locate and build school-houses, provide furniture and equipments, fix salaries, determine length of terms, appoint teachers, &c., &c. Indeed they are, in a large sense, the schools, and without their co-operation and support, the *best* superintendent can accomplish little good. They ought to be in close touch and active sympathy with the *educational* movement, and with the officials who direct and lead it. They need to be instructed in the fundamental doctrines and requirements of education. They need to know what is genuine teaching, and what are the qualifications requisite for its effective doing. How else can they conscientiously and honorably do their duty to their own and their neighbors' children whose educational interests and training are really in their hands? And what better place than this Conference for getting just this sort of information? They ought to be here in great numbers, and we hope they will be—interested spectators and listeners, if not active participants in its work.

But, in addition to the main features which have been indicated above, this educational banquet is to have a *great dessert*. The Gover-

nor of the Commonwealth and the Attorney General are set down for addresses. Then, too, that prince of educators and philosophers, the peerless Dr. Wm. T. Harris, U. S. Commissioner of Education, and the scarcely less distinguished Dr. J. L. M. Curry, *our own* Dr. Curry, will be present and discuss great questions before the Conference. Who would willingly miss the words of wisdom which these great men will give us? It will be the opportunity of a lifetime for the school people of Virginia, and this itself will far outweigh the loss and trouble and expense of a trip to Richmond. We repeat, then, let all who possibly can, come to the Conference. Richmond will give you a cordial and hearty welcome, and will do her very utmost to secure you "the best time" you ever had in your lives.

==

WE wonder how many teachers are getting ready to attend the Summer Normals. We do not hesitate to say that *all* ought to be. Indeed, their arrangements ought to have been begun with the very first day of the school term. The matter should have been in their thoughts from the start, and all their plans for work, for reading, for study, for recreation, for pleasure, should have borne some relation to or connection with the Summer Normals. Every pay-day should have furnished an occasion for serious reflection—deep thought. "I am engaged in a great work—one of the greatest that can fall to the lot of a human being. Am I doing the best possible in it? Am I equipped for it as I *ought* to be, as I *might* be, as I *can* be? How can I secure better equipment, gain better preparation? What of personal comfort, adornment, pleasure, or other gratification can I lop off that I may attain this great end? How much of my salary—how many nickels, dimes, quarters can I, by pinching self-denial, save month by month, and set apart sacredly to this object? Is it a sacrifice, or is it a profit? Most of all, does *duty* demand it—duty to *myself* and to those who are intrusted to my care, guidance, and training?" Some such reflections as these, it seems to us, would necessarily rise in the minds of all thoughtful, conscientious teachers, who feel

that their work is not what it might be and ought to be.

Now, it is for just this class mainly that the Summer Normals are operated—the teachers of the rural districts. There are few opportunities of improvement accessible to them. They are segregated, and seldom meet other teachers who can be helpful by their experience and sympathy. If they are disposed to study, they have no guide to advise them as to the best books, and no teacher to help them over difficulties. They have no models for methods of instruction and discipline except the old teachers who taught them, and these are followed in the same old routine, perpetuating perhaps a vicious system. In a word, they know nothing about *real teaching*, and can only continue to *hear lessons from adopted text-books*. To all such, the Summer Normal of four weeks is a great boon, if properly appreciated and rightly used. The Summer Normals are well organized and manned. Dr. Massey is a man of fine, discriminating judgment. He is well acquainted with the best and most skilful workers in the State, and, in the past certainly, he has been eminently successful in his choice of men and women to do this work. We are sure that when the appointments for the next Normals are announced, his usual wisdom and astuteness will be equally manifest.

Besides the usual Summer Normals, we have also the Virginia School of Methods, organized and conducted by Superintendent Glass, for white teachers, and the Virginia Normal and Collegiate Institute at Petersburg, presided over by President James H. Johnston, for colored teachers. Both of them are Normals of the highest rank and do first-class work, so that ample provision is made for all teachers who really desire to improve themselves.

Teachers of Virginia, it is your bounden duty to attend one of these Normals. The State furnishes the money in the interest of the children of the Commonwealth; but the State's bounty is of no avail and the interests of the children suffer, so long as you *refuse* to take advantage of the provision and elevate the standard of your work. So long as you do thus refuse, you show yourselves unworthy of

a place in the ranks of her teachers, and deserve to be put out. It will not do to say you can't *afford* to attend the Normal. You can't afford *not* to attend. To take the very lowest view of it, every Normal that you attend *in the proper spirit* and with a *right purpose*, puts you in a position to do better work and to command higher salary, so that in the end it *will pay*, even in the matter of dollars and cents.

The "Course of Study" for this summer's Normals was printed in the Official Department of the April JOURNAL. It is full, complete, and specific, and suitable text-books for use are recommended. Teachers will do well to begin studying the course *now*, noting difficulties as they go along, to be removed in the work of the Normal. Do the very best you can alone, and with such help as may be accessible to you. But go to the Normal and don't forget to *carry your books with you*. Go, firmly resolved to give your *time*, your *attention*, your *thought*, your *energy* to the work, and, our word for it, you will not regret the money it costs, but will rejoice that you had such an opportunity.

++

THE editor of the JOURNAL cannot undertake to solve problems, answer queries and puzzles, or do other work for *individuals*. His time is fully occupied with regular work, and if he were to commence that sort of thing, there is no telling where it would stop. He would, in all probability, soon be overwhelmed with it. He will do the best he can with all such inquiries which are of general interest to JOURNAL readers, and his answers will appear in these columns. Further than that he cannot go.

This is in reply to a correspondent who recently sent us a problem requesting that the solution be sent him as early as possible to his home. If he so desires, we will print the solution; otherwise, we must decline the work.

++

WE have several articles that were received too late for this issue of the JOURNAL. We are very grateful to our friends for their favors, and if they will exercise a little patience their articles will appear in due time.

Miscellany.

The Democracy of the Public Schools.

Dr. Edward N. Calisch, Rabbi Congregation Beth Ababa, Richmond, Va.

IN the public school system are crystalized the two basic principles of our nation's stability—education and equality. Upon these two pillars is our country built, and if ever some Samson of evil, more crafty than strong, should weaken them, the whole fabric of the republic will fall with them.

The public schools are the corner-stone of the nation, on which and by means of which she has reared the superstructure of her unparalleled achievements. They are the great beating heart of the land, whence are pulsed forth year after year the throbbing life-current of character and of knowledge, whose benign influence vivifies each minutest capillary of the body politic. It was a military foreigner who, when looking over the land, asked, "Where are your fortresses and ramparts?" The answer given was an oak in an acorn. "There," replied his guide, pointing to the little log school-house, "there are our forts." And stronger ones, more formidable, more invulnerable, never existed. Europe may tremble 'neath the tread of her weaponed warriors. The great standing armies may eat the bread out of the mouths of the peasantry of Austria, Germany and France. The strength of England may lie within the "wooden walls" of her navy. America has her public schools and needs no more.

The man who is to be a capable citizen of the commonalty must be educated. The continuity of the republic depends upon the intelligent appreciation by its citizens of its splendid institutions. Therefore the state takes this vital matter in hand as a measure of self-protection. Chancellor Kent expressed the right sentiment: "The parent who sends his son into the world uneducated defrauds the state of a citizen and bequeaths to it a nuisance." It is this sentiment which has founded and which maintains the public schools. But that this sentiment may be thoroughly carried out it is necessary that the public schools shall re-

main essentially *public* schools. This means two things: 1, That they shall be essentially and completely under public and secular control; and 2, That they shall be supported by the public morally as well as materially.

The public schools, being the children of the state, must be kept from every sectarian tendency. Happily our country is one where Church and State are divided. These two great factors of human progress have here found their legitimate stations, working harmoniously and jointly in the same great cause of uplifting the human family, yet each working in its own peculiar way and each pursuing its separate and peculiar path. These paths run side by side like parallel lines; and like true parallel lines, they should never come together. Our land is the home of civil and religious freedom. But the introduction of even the simplest kind of religious exercise in an institution of a public nature, that is designed for all the people and supported by all the people, jars at once upon the harmony of our national independence. It is a well-known fact that one class of citizens who, while they pay their proportionate share toward the maintenance of the public schools, yet do not send their children there on account of interference with religious convictions. Whether they be right or wrong is not the point here under discussion. The fact is that it is done, and that in addition they build and maintain parochial schools in order that the religious training of their children may be untainted by any instruction from unauthorized books or unordained sources. Even among those who attend the public schools there are division and estrangement. And, touching upon a deeper and more dangerous evil, the religious instruction given in the schools is often denied, contradicted and even ridiculed in the home, thus placing the mind of the child in painful uncertainty on the cross-roads of parental and pedagogic authority.

In the vast heterogeneous mass which makes up the American people to-day, with the many differing elements of civilization and the varying degrees of religious training, who can determine on a creed that shall satisfy the heart

and conscience of all the people? And there is none whose right to satisfaction shall not be recognized. It is this right of the individual to be recognized that made our nation what it is to-day. The attempt at the denial of this right sent the Mayflower of the Puritans to battle with unknown seas till its keel grounded on the ledge of Plymouth. The assertion of this right roused our revolutionary sires, took them from their plows, and made Boston Harbor and Concord and Lexington watchwords of the people. The consciousness of the possession of this right makes every American citizen to-day prouder than a king, freer than throned monarch. Not to disturb this right, not to cross the line that lies between the parallel paths of Church and State, the public schools shall be completely and purely secular.

The second point maintained, that the schools shall be morally as well as materially supported by all the people is equally important. Without wishing for one moment to derogate in the slightest from such schools as may have been, for any cause whatsoever, erected outside of the public schools, yet I wish to emphasize the truth that it is in the public schools alone that the true democracy of our country is displayed, and the embryonic citizen receives, subconsciously, the most powerful lesson of citizenship. Here is seen the basis, broad and generous, on which our beloved country rests, the basis of equal opportunity. Later in life the cruel distinctions arise. Men divide off into classes. Wealth draws its arbitrary dividing line. At college, at the bar of justice, in the church, in social relations, the favorite of fortune gains recognition often unmerited. But in the schools the lines are not yet drawn. There is in truth no royal road to knowledge. The child of the hod-carrier and the child of the millionaire sit on the same bench. The son of the cobbler may outstrip the son of the rich man, for whom his father cobbles: rags rub elbows with silks, tattered caps hang on the nail beside velvet ones; and torn shoes often lead patent leathers up the rugged hill of learning. Nowhere is the true democracy of our country so plainly shown.

In view of this supreme fact, and in view of

the excellence of the public schools as established, it is a serious error, as well as a most unnecessary step, that a child should be withheld from the public schools, except for the most cogent of reasons. Sending a child to a private institution of learning creates a distinction that is bound to have its effect on the children, both there and in the public school. The latter will wonder why these children are sent to private schools. Are they of finer or of coarser clay, that the public schools cannot contain them? The child cannot help but note the difference, and in its own instinctive way be impressed by it, and feel that, after all, all of us are not alike; that the flag of our country falls unevenly upon those beneath it.

We are endangered by an aristocracy whose pretence to exclusiveness is as strong as any of the nobilities of the old world monarchies. From the scandals that crop out occasionally, it seems to be as corrupt. "'Tis a time when wealth accumulates and men decay." The first effect of this exclusiveness is seen in the tendency that, recognizing the levelling influence of the public schools, sends the children of the "noble-born" to private institutes, academies, seminaries, etc. It is this tendency that must be contended against and defeated. The people must recognize that the public schools are part of the machinery of a government that is "of the people, for the people and by the people," and this means all the people, and not part of them.

THE FIRST SYSTEMATIC SCIENTIFIC STUDY OF DOMESTIC SERVICE.

By LUET MAYNARD SALMON, Professor of History at Vassar College.

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The School Room.

Elementary Dictation and Composition.

By T. P. CRUMP.

LESSON X.

THE COMMA.

When more than two words are connected and used in the same way, they should be separated by commas.

The name of the person addressed should be separated from the rest of the sentence by a comma.

DICTATION EXERCISE.

1. Spring, summer, autumn, and winter are called the seasons.
2. Edward, Henry, and Thomas go to the same school.
3. Richard, come and sit by me.
4. He was a brave, pious, and patriotic man.
5. Raisins, figs, oranges, and nuts are exported from Spain.
6. George, tell your sister to come to me.
7. A merchant sells, sugar, coffee, tea, and rice.
8. Have you a horse, a cow, a sheep or a goat?
9. You, he, and I were there.
10. Study your lesson, Charles?

Unite the following groups of statements into a single sentence, thus:

Helen can play.	Helen can dance.
Helen can sing.	Helen can sew.
Helen can play, sing, dance, and sew.	

Farmers raise wheat.	Farmers raise corn.
Farmers raise rye.	Farmers raise barley.

We can play.	We can think.
We can talk.	We can work.

Henry studies arithmetic.
Henry studies geography.
Henry studies grammar.
Henry studies history.

Lions are wild animals.
Tigers are wild animals.
Wolves are wild animals.
Bears are wild animals.

A carpenter uses a hammer.
A carpenter uses a chisel.
A carpenter uses a saw.
A carpenter uses a plane.

Write a short exercise by answering the following questions:

What is your name?
Where do you live?
What is your age?
What school do you attend?
What are you studying?

LESSON XI.

LANGUAGE LESSON.

When to use *Was* and *Were*.

Was is used in speaking of one person or thing.

Were is used in speaking of more than one person or thing.

Fill the blanks with *was* or *were* as the sense may require.

1. The tree — blown down.
2. The trees — blown down.
3. His letter — well written.
4. His letters — well written.
5. — the wind blowing?
6. — the winds blowing?
7. — the man hurt?
8. — the men hurt?
9. I — in Boston last summer.
10. Two birds — in the nest.
11. Where — you going?
12. He — writing a letter.
13. John and James — late.
14. He and she — writing.
15. We — there when you came.
16. They — studying their lessons.

LESSON XII.

THE APOSTROPHE.

The apostrophe (') is used to denote possession; as John's hat, Mary's book.

When a word denotes more than one and ends with *s*, use the apostrophe only to denote possession; as, ladies' dresses, girls' books. To all other names the apostrophe and *s* are joined to show possession.

In the sentence, Lucy's book is new, what mark and letter show that the book belongs to Lucy?

What is the mark called?

Where is it placed?

When I speak of Lucy, do I speak of one person or more than one?

How is possession shown in words which mean one person or thing?

In the sentence, I have a pair of men's shoes, does the word *men* refer to one or more than one?

Does it end with *s*?

How is possession shown in words that mean more than one and do not end with *s*?

In the sentence, The girls' books are on the table, does the word *girls* mean one or more than one?

Does it end with *s*?

How is possession shown in words that mean more than one and end in *s*?

Copy and study the following exercise:

a man's hat.	mens' hats.
a boy's book.	boys' books.
a child's toy.	children's toys.
a woman's bonnet.	women's bonnets.
a lady's dress.	ladies' dresses.
Edward's knife.	George's slate.
Ellen's ring.	teachers' desks.

Are these expressions sentences?

Which of the names are common names?

Which are particular names?

Which of the words that show possession refer to one person?

Which refer to more than one?

Which of the words that show possession end with *s*?

Which do not end with *s*?

How is possession shown in each expression?

Write twelve sentences, each of which shall contain one of the following words. Let each sentence denote possession.

father.	Sarah.	brother.	Rosa.
sister.	teacher.	girls.	children.
men.	gentlemen.	Robert.	lady.

DICTATION EXERCISE.

1. Hark! I hear my mother's voice.

2. Helen's bonnet is in Sarah's room.
3. Julia has been reading in her sister's book.
4. We sell men's, boys', and ladies' shoes.
5. Do not leave your books, slates, and pencils on your desk.
6. Did you put George's hat in your mother's room?
7. A gentleman's watch was stolen.
8. A lady's dress was torn by a dog.
9. Children's toys are sold at my father's store.
10. Mary's dress is not as pretty as Ethel's.
11. Did you see lions, tigers, bears, and wolves at the show?
12. Be to your playmates kind and true;
Do them no hurt or harm;
As you would have them do to you,
So you must do to them.

Combine the following statements in a single sentence, thus,

It is a silk dress.

The dress is finished.

It is my sister's dress.

It is a new dress.

My sister's new silk dress is finished.

It was a black horse.

It was a beautiful horse.

The horse was stolen.

It was my uncle's horse.

The dog was killed. It was a large dog.

It was a black dog. It was my father's dog.

It was a brick house.

The house was burned.

It was my cousin's house.

It was a new house.

It was a gold watch.

The watch was lost.

It was my mother's watch.

It was a new watch.

LESSON XIII.

STORIES FOR REPRODUCTION.

Teachers can read each of the following stories to the pupils; then a number of them should be called upon to tell the story in their own words before writing it.

My name is Rose. When I was five years old I went to a party. A little girl fell out of

a chair, and all the children laughed but me. I did not laugh because I was the girl that fell.

A dog named Dock was in the habit of receiving a penny every day from his master, which he always took to a baker's shop and bought a loaf of bread for himself.

One day a gentleman in sport gave him a bad penny. Dock ran off to the baker's as usual, but the baker would not give him his loaf. The dog waited a moment, as if thinking what to do. He then went back to the house of the gentleman, and when the servant opened the door, he laid the penny down at her feet and walked away.

THE BOY WHO COULD NOT READ.

A boy was once travelling upon a road, and he came to a bridge. On a post by the side of the bridge was a board, with some writing upon it, which said the bridge was not safe, and persons must not cross it. The boy saw the board, but as he could not read, he did not know what the writing meant. So he went along, and when he got to the middle of the bridge, one of the planks broke and let him into the water. The stream was not deep. He escaped, but he got a good ducking. All because he could not read.

LESSON XIV.

LANGUAGE LESSON.

When to use *Do* and *Does*; *Has* and *Have*.

Do and *have* are used with *I* and *ou*, and words that mean more than one.

Does and *has* are used with words that mean only one.

Is it correct to say, I has or You has?

What should you say?

Is it correct to say, I does or you does?

What should you say?

Is it right to say, He do?

What should you say?

Which of these words should be used with *I* and *You*?

Which should be used with *He*?

Is it right to say, The boy have recited?

What should you say?

Is it right to say, The boys has recited?

What should you say?

Fill the blanks with the the word *do* or *does*; *has* or *have*, as the sense may require.

1. He — not know his lesson.

2. I — a pain in my head.

3. You — not see me.

4. Winter — come.

5. — you seen him to-day?

6. — you love to study?

7. Lucy — not love to study.

8. Robert — written a letter.

9. I — a new book.

10. He — a new book.

11. — he write well?

12. Ellen and Sarah — come.

13. John and James — their work well.

14. He — not know me, but they — know me.

Write four statements, each of which shall contain one of the words, *do*, *does*, *has* or *have*.

Write four questions, each of which shall contain one of the words, *do*, *does*, *has* or *have*.

Write four statements, using *are*, *were*, *have* and *do* with the word *you*.

Change each of these statements to a question.

The New Child and Its Picture Books.

H. T. P.

(Concluded from April number.)

WHAT led us on to all this meditation was the sight of the children's picture books that are just now loading down the counters of the book-shops in anticipation of the holidays; for the Educationist has not yet abolished Christmas, probably because he requires a short vacation himself, in which he can go off somewhere and think. But he has done what he could by issuing a ukase (which has probably a Psychological Basis, too) as to the sort of picture-books that children should be allowed to see. No more of those demoralizing and quite absurd old stories of which both text and pictures have wrought such havoc in the past! Why, they can be proved to be filled with falsehood. Take the pernicious tale called *Jack and the Beanstalk*. Everybody knows that beans could never grow to such a height as this story represents, nor they did, would human life be possible at such

an altitude. And as for the Giant—why, it is a well-known anthropological fact that there are no giants. See Quatrefages and Schwartz. Then the story goes on to speak of a talking harp and a hen that lays golden eggs. What glaring improbabilities! An inanimate object like a harp cannot possibly possess phonological attributes. Automatic sounds of any kind would be out of the question; and as for the hen—no treatise on ornithology ever includes among the ova of gallinaceous bipeds any such phenomenon. In a word, these things being easily demonstrated to be absolutely false and without any foundation in fact, will any one seriously advise that children should be allowed to hear of them? Would you have them grow up to manhood and womanhood believing in magic beans and talking harps, and giants? The thing is pædagogically unsound and psychologically monstrous! No! if children must have anything so frivolous as a picture-book for mere amusement (a thing to be deplored), let them at least have books that may indirectly familiarise them with the world as it is, and not with unrealities like talking harps and aureous eggs. Let us through the eye give them some knowledge of zoological truths, and let these be depicted in a way to soothe and to tranquillise rather than to stimulate an unhealthy imagination. Finally, these picture-books in primary colours are wholly inartistic, and check the æsthetic development of a child's mind. Give us rather drawings in delicate outline and permeated by the influence of Art.

These notions have gradually been instilled into the minds of fathers and mothers and have finally filtered through to the minds of publishers as well, so that at last one finds everywhere the sort of picture-book for which the Educationist cries out. They are roughly to be divided into two classes—the animal picture-book and the purely artistic picture-book.

The animal picture-book is not a picture-book of the old kind in which animals are the protagonists of tragedies and comedies. There is no story in the new picture-book, but just animals—principally cows. We don't quite know why cows are supposed to be the most

fitted for the contemplation of the New Child. Perhaps the calm of the cow, her unimaginative turn of mind, her thoughtful nature make her psychologically safe; but anyhow there she is, occupying whole pages of a hundred picture-books. First you see the cow in the foreground gazing in profile over a fence; then you see the same cow in the middle distance looking around for something to eat; last you see the cow in the background with her hind legs carefully foreshortened and doing nothing in particular. *Toujours* cow. The drawing is very carefully done; the cow's *chiaroscuro* is excellent. The disposition of the tail is always carefully thought out with reference to the general scheme of composition. But the Old Child would want to know what it all meant, and when told that it had no meaning, no insidious story, he would have thought that there was just a little too much cow; and the perfection of the *chiaroscuro* would not wholly fill the void caused by the absence of meaning and of story. What the New Child thinks of it we personally do not know.

Next to the cow, the pig is greatly favoured by the makers of these picture-books. Now the pig is all right. He has played an honourable and even an exciting part in the child's books of the past, from the Little Pig who went to market, to the other Little Pig who built him a house out of straw against which the Wolf huffed and puffed till he blew it down; and the far more fortunate Little Pig who fooled the Wolf and finally scalded him to death in a big kettle. But the latter-day pig is not a pig of that kind. He is just a plain pig with no mind, a pig who has had no adventures, a pig about whose life there is no dark mystery, no tragedy, and no triumph—in fact, an ordinary pig with as little imagination as an Educationist.

The purely artistic picture-book is different in subject. Its style of picture is very well exemplified in a design drawn by Miss Ethel Reed for a volume of child-verse by Mrs. Moulton. Miss Reed's designs usually show a female face sometimes looking to the right and sometimes looking to the left and sometimes

looking at the reader. There is a flurry of buds and leaves and butterflies and other *entrees* gracefully disposed about the figure and that is all. It is very artistic and daintily drawn; but again the Old Child would ask, "What is it all about?" And the answer would have to be that it isn't about anything. We received rather a shock the other day when we spoke to a friend about this matter, and said that we thought that a child could hardly find much to interest him in such drawings as those of Miss Reed.

"Why," cried he, "you're entirely mistaken! My little girl is so fascinated by these pictures that she carries the book to bed with her at night!"

Here was a blow that made us gasp. No one likes to have his theories upset in this way.

"Yes," he went on, "she looks at them by the hour, and insists on my making up a story about each one."

O veritas sanctissima! Here was confirmation strong as holy writ! So the New Child is not so very different from the Old Child, after all. The Story is still the thing, and all that the Educationist has yet accomplished is to throw the burden of providing it on the parent instead of the author!

It is in this latter fact that we see some hope of ultimately returning sanity. When the overworked parent begins to realise that the child is going to have the story just the same as ever, he will also begin to reflect that it might just as well be told in the book as extracted from his own inexperienced fancy; that Nature is still a good deal stronger than Art; that though the Educationist may temporarily pitch her out with a psychological dung-fork, she will steal in again through the back-door as irrepressible as ever; and that, granting the necessity of the Story, there will never be any stories like those fine old tales that have defied the tooth of time and will defy the dogmas even of the all wise Educationist. Then will Jack the Giant Killer stand forth once more in his great nursery epic; and Little Red Riding Hood, whose story has all the subtle elements of a Greek drama, will come again into her

own; and Blue Beard will be heard still thundering at the foot of the tower while Sister Anne waves her signal to the rescuers. Not wholly, indeed, have all these delightful creations been forgotten. One firm of publishers, upon whom be benisons forever, still keeps the sacred fire alight in the face of all this wind of adverse doctrine. Had we the revenues of a multimillionaire we should send each Christmas Day our personal cheque for ten thousand dollars to the Messrs. McLoughlin of this city, who still put forth those good old classics whose pages show the very subtlest literary gifts and which have long ago secured a glorious immortality.

One argument against these books deserves some little serious consideration, because on the face of it, it is not devoid of plausibility. It is asserted that the scenes of killing and wounding and battle and slaughter in which some of them abound are unduly horrifying to the sensitive mind of a child; that they will frighten and excite and alarm, and are therefore unwholesome in their effect upon the mind and nerves. But this assertion only goes to show how little, with all his vaunted psychology, the Educationist really knows about the nature of a child's mind. He ascribes to the child, in fact, attributes that are impossible without an experience which no child can possibly possess. Thus, for example, when you tell the Educationist how Jack drew his sword and decapitated the Two-Headed Giant, he, being a grown man with a knowledge of physiological facts, can conjure up the horrors of an actual killing—the gushing blood, the shriek of agony, the monstrous body swaying and falling, and the inevitableness and finality of death. But what does the child know of all this? To it the cutting off of the head is not in itself more startling than the taking off of a hat. Of course, it is rather uncomfortable for a Giant to be without any head; but he is a bad old Giant anyway and deserves some little annoyance of this sort for stealing the poor people's pigs and cattle. If he should repent, however, there is no reason why his head could not be clapped on again all right and be as good as new, just as when the Maid was in the

Garden hanging out the Clothes and her nose was carried off by a predatory blackbird, it wasn't long before little Jenny Wren came and satisfactorily replaced it. To the child's simple faith everything is possible: he knows as little of anatomy as of antiseptic surgery; and his imagination, however active and daring, is necessarily circumscribed and conditioned by the limitations of his knowledge. Consequently, just as young David Copperfield read of Tom Jones and Humphrey Clinker and found them harmless creatures because his own mind had not yet eaten of the tree of life that gives a knowledge of good and evil, so to the child in the nursery, the combats and wild scenes of the story-book are as innocent as summer picnics.

We are inclined to think that when the present fad for over-refining the processes of children's education has been dropped, when the Psychological Basis has been laid comfortably to rest, and when we go back to a simpler and more natural way of looking at these things, the child's picture-book will be found to have been modified only in one respect by reason of all this pow-wow. It is likely that the pictures themselves, while keeping to the old themes or to themes that are not different in general spirit, will be more artistic in their execution, and that is all. Then we shall have a quite ideal picture-book—one whose illustrations will suggest the story that lies behind them and at the same time will deserve respect for the adequacy of their execution. Of the pictures that have been made this year for the delectation of children, there is one particular series that seems to us indicative of what all will have to be in the not far distant future. These are found in a little book soon to be published, in which the text has been illustrated by Miss M. E. Norton, of whose work the readers of *The Bookman* have already seen several striking specimens. In this new field she shows some qualities that one would not necessarily have predicated of her earlier drawings, but which make her an ideal illustrator of a text intended for a healthy-minded child. Here are all the imagination and insight, the same startling originality, and the same felicity

of execution, but there is also a subtle touch of humour unobtrusively suggested—the sort of underlying humour always present in a child's mind when it is playing robbers, for instance, or anything else that is purely make-believe, and which is quite consistent with the greatest external gravity and apparent faith in the little drama. It is, in fact, the sub-consciousness of the fiction as a fiction, the duality of the thought, the underlying knowledge that the play is really nothing but a play, that so tickles a child's fancy and gives to the whole thing its greatest zest. Now Miss Norton's pictures in some curious way all manage to suggest this very feeling; you feel that she is within the charmed circle herself, that she is playing with the children and making believe as hard as they are; and all the while you know that her eyes, like theirs, have just a glint of fun in them, just the suspicion of a twinkle that shows how well she understands the rules of the game. Moreover, each picture makes you feel that there is a story behind it, and will excite in the mind of the child who sees it a strong desire to know just what that story is.

We live therefore in the hope that ere long there will come to children a glorious Renaissance of the Natural, when they will no more be fed with formulas or made to learn so many improving things. Childhood is short enough at the best; the dreams of children vanish all too soon; the facts of life confront them grimly even while the baby look still lingers in their eyes; and surely he is no real lover of his kind who would begrudge them this one small corner of delight and enter with sullen tread to mar the heaven that lies about us in our infancy.—*By courtesy of The Bookman, Copyrighted 1896, by Dodd, Mead and Company.*

I consider the JOURNAL one of the most valuable works on education that we have, and I don't think any teacher could well afford to do without it, as on its pages are inscribed lessons of priceless value, besides current events of the day, thus keeping us abreast with the times and in communication with the educational world at large.—*Miss Mattie W. Terrell, Hanover county, Va.*

Success to the VIRGINIA SCHOOL JOURNAL. I find it very helpful, and think every Virginia teacher ought to contribute to its success.—*Miss Lucy W. Horner, Tobaccoville, Va.*

Memory Gems.

Nature.

The sun, like a golden knot on high,
Gathers the glories of the sky,
And binds them into a shining tint,
Roofing the world with the firmament.
And through the pavilion the rich winds blow,
And through the pavilion the waters go.
And the birds for joy and the trees for prayer,
Bowing their heads in the sunny air,
And for thoughts, the gently talking springs
That come from the centre with secret things,
All make a music, gentle and strong,
Bound by the earth into one sweet song.

—George MacDonald.

The nimble lie

Is like the second-hand upon a clock ;
We see it fly ; while the hour-hand of truth
Seems to stand still, and yet it moves unseen,
And wins at last, for the clock will not strike
Till it has reached its goal.

—Longfellow.

Spring, Spring, I Saw Her Pass.

I have found violets. Spring has come on,
And the cool winds feel softer, and the rain
Falls in the beaded drops of the summer time.
You may hear birds at morning and at eve ;
The tame dove lingers till the twilight falls,
Cooing upon the eaves, and drawing in
His beautiful, bright neck ; and, from the hills,
A murmur like the hoarseness of the sea
Tells the release of waters, and the earth
Sends up a pleasant smell, and the dry leaves
Are lifted by the grass ; and so I know
That Nature, with her delicate ear, has heard
The dropping of the velvet foot of Spring.

—N. P. Willis.

O, Bluebird, up in the maple tree,
Shaking your throat with such bursts of glee,
How did you happen to be so blue ?
Did you steal a bit of the sky for your crest,
And fasten blue violets into your breast ?
Tell me, I pray you, tell me true !

—Swett.

TURNING NEW LEAVES.

"Now, what is that noise ?" said the glad New Year.
"Now, what is that singular sound I hear ?
As if all the paper in all the world
Were rattled and shaken and twisted and twirled."
"Oh, that," said the jolly old Earth, "is the noise
Of all my children, both girls and boys,
A-turning over their leaves so new,
And all to do honor, New Year, to you."

—Selected.

Educational World.

Teachers' Meetings.

FAIRFAX COUNTY.

THE public schools of Fairfax county compare favorably with any of the county schools of the State. The school officials are public spirited men who believe in popular education, and are endeavoring to run the schools the best they can with the funds at their command. Mr. M. D. Hall, the efficient, energetic, and progressive superintendent, who has the confidence and respect of his teachers and the people, is doing good work for the county in the cause of education. A fraternal feeling exists between him and his teachers. He takes an active interest in them and in their work. He has his teachers well organized into two associations—one for the white teachers and one for the colored.

He attends their meetings regularly, takes part in their discussions, and counsels and advises them in matters pertaining to their work in the school-room.

The white teachers held a very interesting meeting at Falls Church on the 19th of March. There was a large attendance of teachers and also of patrons of the graded school of the town. Superintendent Hall called the meeting to order, and Rev. John McGill, pastor of the Episcopal church, in a happy manner, welcomed the teachers to the town, and was responded to by Mr. H. E. Hanes in an appropriate address. Excellent papers on the following subjects were then read and discussed generally: "Ethical training," Misses Florence Leeds and Lillian Shear; "Methods of Teaching Geography," Misses Virgie Bugg and Kate Groh; "How to Teach Penmanship," Misses E. E. Cowling and Georgie McKean; "Incentives to Study," Mrs. W. H. Beavers. A recess was then taken for lunch, which was served by the ladies of the town. The subjects for the afternoon session were, "The Teacher's Position in the Community," Miss Mary Lukens and Messrs. F. W. Besley and H. E. Hanes; "Methods of Teaching English Grammar," Superintendent M. D. Hall; "Would the In-

introduction of Military Drill and Discipline (without arms) into the Public Schools Be Desirable?" Prof. R. J. Yates. Dr. T. C. Quick, of the town, gave an interesting lecture on "The Heart."

The general discussions were lively and interesting. The exercises were interspersed with singing. A vote of thanks was tendered Professor Yates and the ladies of the town for their hospitality. The meeting adjourned subject to the call of the president. The officers of this association are M. D. Hall, president; F. W. Besley, secretary; Miss M. J. Sagar, treasurer.

The association of colored teachers held a very successful meeting in February in the same town. The program included papers on the following subjects: "School Discipline," Mr. P. R. Felton and Miss A. Beckwith; "The Relation of Parent and Teacher," Messrs. T. W. Hyson and W. A. West; "Methods of Conducting Chart Exercises," Miss F. A. Sinkfield; "Methods of Teaching Spelling," Miss L. B. Hopkins. Miss F. A. Sinkfield gave a recitation and Mr. P. R. Felton sang a solo. There was a general discussion of each subject under consideration. Quite a number of patrons present participated. The exercises were interspersed with singing, with Miss Fearing accompanist. Among other business transacted was the adoption of the following resolution:

WHEREAS, The successors to the present city and county superintendents of schools of this State will be appointed in May, 1897, and, whereas, the administrations of Mr. M. D. Hall, superintendent of Fairfax county, have been efficient, progressive, and impartial, winning for him the confidence and esteem of his teachers and the citizens generally,

Resolved, That we, the members of the Fairfax County Teachers' Association (colored), in meeting assembled, do hereby respectfully petition the honorable State Board of Education to appoint Mr. Hall his own successor.

The subjects adopted for the next meeting are "School-Room Ventilation," "The Relation of the Association and School Officials," and "How to Conduct a Recitation." The association adjourned to meet in Alexandria in April.

At the conclusion of the meeting lunch was served the teachers by the young ladies of the school, for which a vote of thanks was tendered. The officers of this association are A. T. Shirley, president; Miss L. B. Hopkins, vice-president; H. T. White, secretary, and Miss F. A. Sinkfield, treasurer.

The trustees of the different districts manifest an interest in the schools. Where needed and the funds will permit, they are building new and improved school-houses and furnishing them with better facilities for school-room work. Where teachers are found capable and faithful, they need not have any grave fears as to their tenure of office.

The present treasurer of the county, Mr. Robert Wiley, is the right man in the right place. The majority of the teachers are poor and depend solely upon their meagre salaries to support themselves and their dependents. They expose themselves in cold and rain and give their time and talent for the public good. They ought to be paid promptly. Delay in paying them works great inconvenience, and in some instances hardship. Mr. Wiley seems to realize this fact, and the teachers receive their pay promptly every month. The two things most needed now are longer school terms with better pay for those teachers who deserve it.

Teachers' Meetings.

HANOVER COUNTY.

ASHLAND, VA., *February 22, 1897.*

The second meeting for the session 1896-'97, of the Teachers' Association of Hanover County, was held in the public school-house of this place Friday, February 19th, 1897.

This meeting far surpassed all previous ones, both in point of attendance and interest shown, showing that the teachers are beginning fully to appreciate the fact that much good may be accomplished by a mutual exchange of ideas on their different methods of teaching.

The following teachers were present—
Maude Beazley, Miss Kate Cocke, Miss Timberlake, Miss Marion Saunders, Brokenborough, Miss Mary A. W
Annie M. White, Miss Amanda L. E

Carrie B. Ratcliffe, Miss Mary G. Coleman, Miss Nannie Lumpkin, Miss Nannie Bates, Miss Virginia Campbell, Miss Mabel Goalder, Mr. W. T. Lowry, Miss Virginia Hendricks, Miss Mary E. Timberlake, Miss M. M. Brock, Miss Vespa Wright, Miss Lula Timberlake, Miss Sally Terrell, Miss Agnes Kelty, Miss Mary Blincoe, Mrs. Julia C. Egbert, Miss Lula O. Lowry, Miss Lula P. Lane, Mr. G. G. Brown, and Mr. W. N. Hamlet. Besides these, there were present the Superintendent, Ashland School Board, and many visitors.

Miss Carrie B. Ratcliffe read a very instructive paper on the Method of Teaching Spelling, in which she recommended in very strong terms and with good reasoning the use of words from other lessons to replace the time-worn spelling-books, the teaching of abbreviations by dictation exercise, early encouragement of the use of the dictionary, the teaching of definitions by use in sentences, besides emphasizing many other important points.

Miss Amanda L. Evans next read a fine paper on Methods in History, illustrating in very forceful terms the importance of impressing upon the child in the reality of the lives, character, and surroundings of historic men, making them a basis upon which to instill moral principles into our youths; recommended the encouragement of composition work on historic subjects; also the importance of outline instruction in this work, giving very valuable hints for their preparation.

Next, Miss Virginia Campbell read a highly interesting and comprehensive paper upon the same subject, defining the subject and placing it at the root of all science, deploring the fact that there should be such a difference of opinion upon so important a subject; recommending the use of simple and interesting methods, reviews, and short examinations after the completion of each period, encouragement of historic games, frequent change of method.

Mrs. Julia C. Egbert next read a paper, comparing the schools of the present with those of the past, showing the advance which education had made, and the advancement which is still going on. Her paper was full of interest, and shows that she keeps abreast with the times

and is not content to let "well enough" alone, and would have her fellow-teachers adopt the same principle.

Our meeting was closed with a discourse by Mr. W. N. Hamlet upon the importance and practicability of teaching mensuration in the lower classes. He endeavored to show how, by the use of the figures, even our smallest pupils might be made to see the truths of the subject, closing his discussion by showing how the principles deduced were useful in the extraction of square and cube root.

Quotations from Southern Authors.

1. Let your heart feel for the distresses and afflictions of every one, and let your hand give in proportion to your purse.—*Washington*.

2. Poetry, more closely defined, is the poetical expressed in rythmical language.—*James Davison*.

3. Beauty is holiness and holiness is beauty.—*Sidney Lanier*.

4. Be sure you are right; then go ahead.—*David Crockett*.

5. What are the thoughts that are stirring his breast?

What is the mystical vision he sees?

"Let us pass over the river and rest
Under the shade of the trees."

Last words of General Jackson.

6. The four elementary conditions of happiness are: Life in the open air, the love of a woman, forgetfulness of all ambition, and the creation of a new ideal of beauty.—*Edgar Allen Poe*.

7. All eyes are opened, or opening, to the rights of man.—*Thomas Jefferson*.

8. As the straightest rod will, in appearance, curve when one-half of it is placed under water, so God's truths, leaning down to earth, are often distorted to our view.—*Louisa McCord*.

9. I regard an *argumentum ad hominem* as the weakest weapon in the armory of dialectics—a weapon too often dipped in the venom of personal malevolence.—*Augusta Evans Wilson*.

10. It is very easy to make acquaintances, but very difficult to shake them off.—*Washington*.

11. Man has been described by some of those who have treated of his nature as a bundle of habits.—*Henry Clay*.

12. I am not a Virginian; I am an American!—*Patrick Henry*.

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Luck Has Never Helped Any Person.

In replying to the query, "Does not luck sometimes play a goodly part in a man's success?" Edward W. Bok, in the January *Ladies' Home Journal*, writes:

"Never. Henry Ward Beecher answered this question once for all when he said: 'No man prospers in this world by luck, unless it be the luck of getting up early, working hard, and maintaining honor and integrity.' What so often seems, to many young men, on the surface, as being luck in a man's career, is nothing more than hard work done at some special time. The idea that luck is a factor in a man's success has ruined thousands: it has never helped a single person. A fortunate chance comes to a young man sometimes just at the right moment. And that some people call luck. But that chance was given him because he had at some time demonstrated the fact that he was the right man for the chance. That is the only luck there is. Work hard, demonstrate your ability, and show to others that if an opportunity comes within your grasp you are able to use it."

Items of Interest.

Educational Progress in the South.—Superintendent Hogg, of Fort Worth, Texas, estimates that while the South has gained 54 per cent. in population during the last twenty years, the increase in enrollment of school attendance is 130 per cent. School property has increased in value from \$16,000,000 to \$51,000,000. Of the \$320,000,000 expended for education during the last eighteen years, one fourth has been for the colored population. Florida leads the van in this work, having an enrollment of 66 per 100 of her population as compared with 61 in other States.—*The School Journal*.

A chair of oriental languages, including Chinese and Japanese, has been established in the University of California.

President James B. Angell, of the University of Michigan, the most renowned of Western College presidents, is within two years of seventy. He is a graduate of Brown, and was the executive head of the University of Vermont when he was called to Ann Arbor. In addition to his high rank as a college president, he has a wide reputation as an authority on international law.

Exclusive of college publications, there are 150 or more periodicals in this country issued in the interest of education.

Corks are thrown away in great quantities, and very few people think that there is any value attached to that material after it has served its purpose once as a stopper of a bottle. Nevertheless, it has become an important component of a city's refuse. Great quantities of old corks are now used again in the manufacture of insulating covers of steam pipes and boilers, of ice-boxes and ice-houses, and other apparatus to be protected from the influence of heat. Powdered cork is also useful for filling-in horse collars; and the very latest application of this material is the filling-in of pneumatic tires with cork shavings. Mats for bath-rooms are made of cork, and it also enters into the composition of linoleum. Cheap life-preservers are now also filled with bottle corks cut into little pieces.—*Popular Science News*.

In round numbers, there are 14,000,000 pupils enrolled in the public schools of the United States, this number being about 70 per cent. of the population 5 to 18 years of age.

A new material is proposed as a substitute for leather. It is called "flexus fibra," and is derived from flax suitably prepared and oiled. It has the same appearance as leather, is particularly supple, and takes a polish equally well with the best kinds of calf. The material is said to possess great tenacity, while affording great ease and comfort to the foot—when made into shoes. Flexus fibra being of vegetable origin, is calculated also to facilitate free ventilation, and thereby obviate the discomfort arising from what is called "drawing" the feet.—*St. Louis Globe-Democrat*.

A flowering plant has never been found within the Antarctic Circle ; but in the Arctic region there are 762 kinds of flowers. Their colors, however, are not so bright varied as those of warmer regions.

Norway has abolished the study of Greek and Latin in her public high schools, and this is believed to mean the abolition of classical education in that country.

Electrical Revolving Palace.—For the World's Exposition at Paris in 1900 a wonderful building has been planned that will rival in splendor the world-renowned Taj-Mahal of Ara in India, which is made of pure marble, and "resembles a tent of snowy whiteness and rich embroidery, let down from heaven to a paradise of earth to become the audience chamber of an angel sent on a mission of mercy to men." The palace at Paris is to be of glass and steel, twenty-four stories high. Once an hour the whole building is to be revolved. It is to be pivoted on a certain pillar and driven slowly around by an enormous hydraulic engine. The interior will present a scene from fairyland. Although the skeleton will be of steel, almost every part of the building in sight will be of a colored glass. By day the various rooms will be one endless glitter, but by night, when the myraids of electric lights are turned on, the effect will be one of indescribable beauty. At the end of each hourly revolution the hour will be struck by a chime of sixty-four bells. At this moment a procession of titanic figures will emerge from a door in the clock tower and make the circuit of the upper balcony to the accompanying music of a great steam organ. The figures will allegorically represent ballooning, steam railways, telegraphy, and photography.

But the crowning glory of the revolving tower will be a huge rooster, sixteen feet high, whose plumage will indicate all the colors of the rainbow. As the hour strikes he will clap his wings and crow in thunderous steam-fed tones that can be heard for miles. At night he will shine with the dazzling radiance of twelve hundred incandescent lights, and from his perch on the very pinnacle of the tower will present an interesting spectacle to all Paris.—*School News and Practical Educator.*

Notes.

GET THE ATTENTION.—Teacher, if you cannot get the attention of your pupils your work is worthless. The pupils' attention you must have. Get it in some way. No one can tell you just how you can get it. Personality is greater than method. Without attention there can be no perception ; without perception there is nothing to remember ; hence there is no advancement without attention. The art of teaching is the art of getting attention.—*Southern School.*

Mothers should be encouraged to visit the schools, to inspect all the surroundings, to study the moral atmosphere which pervades them, and then, in their gatherings, talk of what they know is, and what they feel ought to be, the condition of the schools.

The day for plain talking is at hand. The exigencies of the times demand it. All over the State are school grounds, bare, dreary, and desolate, without a tree to

shelter the children from the winter's blast or the summer's sun ; school-houses, ill-ventilated, unattractive, and repulsive ; outhouses with doors off the hinges, clapboards off the sides, defiled and defaced, a disgrace to a civilized community ; teachers working for a mere pittance, with no adequate conception of the true nature of their work, charged with training the future citizens of the Republic. Oh, women of the State, oh, mothers of the coming race, remember that—

The child's sob in the silence curses deeper
Than the strong man in his wrath.

—*Annual Report of Henry Sabin, State Supt., Iowa.*

Self-reverence, self-knowledge, and self-control are the result of learning the lessons of life by doing them, and the greatest of these is self-control. Welcome the day when children see, hear, and feel the wonders of life about them—when they shall be free in thought, word, and deed, because they know the truth—and they can do as they please, because they please to do right !—*Kindergarten Magazine.*

Commercially speaking, the power to draw well is worth more in the market to-day than anything else taught in the public schools ; and education in industrial art is of more importance to the development of this country, and the increase of her wealth and reputation, than any other subject of common school education. The intelligent, well-educated draughtsman is preferred for work in the great majority of industrial occupations, and in every country of the civilized world, wherever a workshop exists.—*Walter Smith.*

Teachers must be reminded that there is no short or royal road to good teaching other than the King's highway of good living. He who wishes to teach well must, first of all, try to live well. He who wishes to do something in his chosen life-work, must aim to be something. He who wishes to have a good influence must first be a good influence. To teach a child to read, to write, to cipher, is something ; it may be a great deal. But to teach him to live is far more. To think, to reason, to love truth, and to search for truth ; to love the right, and pursue it, alone, if need be ; to love all that is lovely, and to hate only that which is hateful—this is not so easy as to turn Latin into English, or to do problems in Algebra.—*Carlisle's Introduction to the Life of Thomas Arnold.*

MOTTOES FOR TEACHERS.

1. Let every lesson have a definite or leading point.
2. Be sure the point chosen is the right one.
3. Things before words.
4. Telling is not teaching.
5. Praise the work rather than the child.
6. Individual recitation is the safeguard to thoroughness.
7. Work with the individual.
8. Talk with, not to, the children.
9. That teacher is most successful, other things being equal, who hides herself in her subject, that her pupils may suppose that they find out everything for themselves. A reliance upon their own intellectual ability is thus developed.

10. To become proficient in any profession there are three things necessary—Nature, Study, Practice.

11. A person is worth in this world the effects he can produce—no more, no less.

12. Books, like friends, should be few and well-chosen.

13. Absence of occupation is not rest.

14. Blessed is he who has found his work; let him ask no greater blessing.

15. Be not simply good; be good for something.

16. Have a purpose in life, and having it, throw into your work such strength of mind and might as God has given you.—*Boone County (Iowa) Normal Institute.*

HOW SOME TEACHERS WASTE TIME.

By ignorance in organizing classes.

Giving unnecessary directions.

Coming to school without a definite plan of work.

Speaking when pupils are not giving attention.

Giving orders and immediately changing them.

Speaking too loud and too often

"Getting ready" to do something.

Allowing pointless criticisms, questions, and discussions.

Asking pointless, wandering questions, and going off on "tangents" in recitations.

Explaining what pupils already know.

Explaining what pupils should study out for themselves.

Repeating questions.

"Picking" at pupils.

Repeating answers after pupils.

Giving muddy explanations to conceal ignorance.

Using the voice where the eye would do more.

Asking questions that can be answered by "Yes" or "No."

Failing to systematize knowledge.

—*Educational Record.*

THE SUCCESSFUL TEACHER.

1. Her manner is bright and animated, so that the children cannot fail to catch something of her enthusiasm.

2. Her lessons are well planned. Each new step, resting upon a known truth, is carefully presented.

3. Everything is in readiness for the day's work, and she carries out her plans easily and naturally.

4. Old subjects are introduced in ever-varying dresses, and manner and matter of talks are changed *before the children lose interest* in them.

5. She talks only of what is within the children's experience. Her language is suited to her class—being simple in the extreme if she is dealing with young children.

6. When she addresses the whole class she stands where all can see and hear her.

7. She asks for only one thing at a time with slow emphasis, in a low, distinct voice.

8. She controls her children perfectly without effort. Her manner demands respectful obedience. She is serene.

9. She is firm and decided, as well as gentle, patient, and just.

10. She is a student—is not satisfied with her present attainment.

11. She is herself an example for the children to fol-

low, holding herself well, thinking connectedly, and being always genuinely sincere.

12. She is a lover of children, striving to understand child nature.

13. True teaching is to her a consecration. She has entered into "the holy of holies where singleness of purpose, high ideals, and self-consecration unite in one strong determining influence that surrounds her like an atmosphere."—*School Education.*

No system of education is or ever can be perfect. It is a weakness bordering upon crime to treat a system of education as though it ought to be perfect. That is a good system in which honest, intelligent, devoted men and women consecrate themselves to making it as good as the times and conditions can hope for.—*Journal of Education.*

Free schools! Blessed is the nation whose vales and hillsides they adorn, and blessed the generation upon whose souls is poured this treasure! No tax is more legitimate than that which is levied for the dispelling of mental darkness, and the building up within a nation's bosom of intelligent manhood and womanhood.—*Archbishop Ireland.*

Don't nag pupils; nagging always does a lot of harm. Yes, we know all about the difference between theory and practice. This is practice we are talking about now. It's easy to get into the nagging habit, and it's the nagging habit that writes the name schoolmaster or schoolma'am in every line of your face, and makes it appear in every movement of your body. The highest art is to conceal art; the best school master is the one in whom the man conceals the master.—*Aaron Gore.*

The interest in schools of all grades in the South, from the common school to the university, is represented by President Julius D. Dreher, of Roanoke College, in a paper read before the American Social Science Association, as steadily growing. "The increase in the enrollment of eager pupils in public schools is a proof of that active interest. An additional proof is found in the fact that colleges and seminaries are attended by an increasing number of young men and women who practice self-denial or profit by the sacrifices of anxious parents, in order that their higher educational advantages may be enjoyed." Even the tendency to multiply higher institutions of learning is still further evidence of this general interest. Notwithstanding all that has been said, it must not be forgotten that under many adverse circumstances the Southern people have done a tremendous work since the war in providing schools for the masses and in building up and strengthening institutions of higher education. They might have been wiser in their plans and more judicious in some respects in spending their money, but no people ever projected educational institutions in the midst of more inauspicious surroundings, and that, too, with the consciousness that a race, recently in slavery and hence able to contribute nothing in taxes, was to share equally with themselves in the schools supported at public expense. What has been done against so many odds may be regarded as the sure promise of greater advance in the future.—*Popular Science Monthly.*

NEW BOOKS.

No. 17, STANDARD LITERATURE SERIES, University Publishing Company, contains eight selections from the Sketch Book of Washington Irving. The Sketch Book, of course, has an established place in English literature. The prefatory suggestions for the critical study of a literary work are of special value, embracing a discussion, brief, but clear, of the following subjects: Kinds of Sentences; Figures of Speech; Methods of Reading and Composition Work. This number of the series is otherwise edited with that excellence already noticed in previous issues.

MAYNARD'S ENGLISH CLASSIC SERIES, No. 188-189. This number contains seven selections from "The Twice-Told Tales" of the incomparable Nathaniel Hawthorne. The volume is handsomely bound in cloth, and printed in excellent style. The sketch of the author, prefatory and explanatory, add to the value of this beautiful little volume. Price, 24 cents. Address, Maynard, Merrell & Co., New York.

"The GREAT ROUND WORLD, and what is going on in it," a weekly newspaper for boys and girls, published by Wm. Beverly Harrison, west 18th st., New York; though not in newspaper form, is certainly an excellent weekly journal that lives up to its title. For bright, intelligent, comprehensive and comprehensible records and discussions of current events, suitable for boys and girls of 12 or 15 years and perhaps for their elders, nothing superior to the "Great Round World" has come under our notice.

C. W. Bardeen, Syracuse, N. Y., has recently issued, from new plates, the second edition of the address delivered by Dr. W. T. Harris, Commissioner of Education, before the National Educational Association, on "ART EDUCATION—THE TRUE INDUSTRIAL EDUCATION."

This discourse, already widely read, is a classic. It points out the influences of art in the world and why it dominates in the market of industrial productions. Wealth, as well cultivation, demands the æsthetic.

Forty years ago, Prince Albert saw in the industrial exhibitions that English manufacturers were failing to compete successfully with their more æsthetic neighbors across the channel, and he set about the work of securing more æsthetic designs in the work shop, and the results have been as foreseen.

The educational value of geography is finding full recognition. How to teach it to best advantage is a well defined purpose of the day. It has not been many years since that geography lesson was nothing more than a memory exercise—and even now it is little better than such an exercise in many schools.

"THE GEOGRAPHY CLASS AND HOW TO INTEREST IT," by M. Ida Dean, is an excellent and timely publication that will go far to broaden interest in geography. It is a work for teachers of all grades, and will, in many ways, suggest means for interesting their pupils in its study. It is not to be assumed that all the methods of the author are to be accepted without qualification—but it will be no difficult matter for the intelligent teacher to make necessary modifications. (E. L. Kellogg & Co., New York, 151 pp., 35 cents.)

HOW TO MANAGE BUSY WORK OR SCHOOL OCCUPATIONS being suggestions for desk work in language, number, earth, people, things, morals, writing, drawing, &c., by Amos M. Kellogg. (59 pages, 25 cts. E. L. Kellogg, New

York.) The title gives a fair outline of the purpose of the suggestive little manual. The difficulty of keeping children in school employed in interesting and improving work is recognized. We think that the work before us will materially aid the teacher in surmounting the difficulty.

HOW TO TEACH BOTANY (by same author and publisher, price 25 cents), is another brief manual on a subject receiving every year more attention. This little book will meet favor at once, and perhaps not universal favor. We confess that we are greatly pleased with Mr. Kellogg's methods, and believe that all teachers will find it of real value, whatever may be their acquaintance with the subject. We fail to appreciate the caution given in regard to teaching fruit and seed.

THE MAGAZINES.

Among the valuable articles in *The Atlantic Monthly* for April are: "Dominant Forces in Western Life," by Frederick J. Turner; "Mark Twain as an Interpreter of American Character," by Charles Miner Thompson; "A Century of Anglo Saxon Expansions," by George Burton Adams, and "Bryant's Permanent Contribution to Literature," by Henry D. Sedgwick, Jr.

The complete novel in the April issue of *Lippincott's* is "Ray's Recruit," by Captain Charles King. It is in this favorite author's well-known manner, and recounts the experiences of a most superior and unusual private.

Emily P. Weaver gives "A Glimpse of Old Philadelphia," from the book of Peter Kalm, a Swedish botanist, who visited the city about 1749.

The article of the Hon. David A. Wells (of his series on taxation) in the April number of *Appleton's Popular Science Monthly* is devoted to the question, "How can the Federal Government Best Raise Its Revenues?" In "Reversions in Modern Industrial Life," Mr. Franklin Smith considers the trades-union organizations of the present time as a movement of return toward the gigantic and oppressive corporations of the middle ages. In "Spencer and Darwin," Mr. Grant Allen defines the relations of those two great philosophers to the doctrine of evolution: of Spencer as the first formal promulgator of it, seven years before the publication of the "Origin of Species"; and of Darwin as having pointed out the method of evolution—through natural selection—and having furnished definite proofs and illustrations of it. Mr. A. F. B. Crofton discusses "The Language of Crime." President Jordan's paper on "The Stability of Truth" is concluded. Interesting shorter articles are observations by M. Janssen, the French astronomer, respecting "Life on the Planet," and "Ants as the Guests of Plants," by Prof. M. Heim.

Among the contributors to the April number of *McClure's* are Will H. Low, Robert Louis Stevenson, the Hon. Henry Cabot Lodge, Hamlin Garland, Rudyard Kipling, Octave Thanet, Cy Warman, and Ian McClaren.

Ex-President Harrison concludes his series of papers on life in the White House in the May *Ladies' Home Journal*. General Harrison is the first President to show the public through the White House, "upstairs, downstairs," etc., and to detail the President's daily routine, and the social and domestic phases of life in the Executive Mansion. He is also the first Chief Magistrate to crystalize his knowledge and the experience gained as Chief Executive in a series of lucid, instructive and interesting magazine articles on the functions of our government, such as were "This Country of Ours" papers.

President Thwing, of the Western Reserve University at Cleveland, writes in the April *Review of Reviews* on "How to Choose a College." His article deals with the practical questions likely to present themselves to students about to select a college home for four years, or to the parents of such students, and is characterized by the fullness of information and general breadth of view which have made President Thwing an expert on this and allied subjects for many years past.

Official Department.

JOHN E. MASSEY, LL.D., *Superintendent Public Instruction*, EDITOR.

The Journal is sent regularly to County and City Superintendents and Clerks of District School Boards, and must be carefully preserved by them as public property, and transmitted to their successors in office.

[Circular No. 146—Program, Superintendents' Conference.]

PROGRAM

VIRGINIA SUPERINTENDENTS' CONFERENCE.

RICHMOND, MONDAY, MAY 3, 1897.

HALL OF HOUSE OF DELEGATES.

8:30 P. M.—Opening Exercises.

Prayer by Rev. George Cooper, D. D.

Address of Welcome—[To be supplied.]

Response—Wm. M. Perkins, Superintendent Pulaski County.

ADDRESSES :

Governor Charles T. O'Ferrall,

President of the State Board of Education.

Attorney-General R. Taylor Scott,

Member of the State Board of Education.

TUESDAY, MAY 4TH.

10¹⁵A. M.— 1. *Summer Normal Schools—How can they be improved and better attendance of teachers secured?*

Thomas E. Barksdale, Superintendent Halifax County.

W. D. Smith, Superintendent Scott County.

Geo. B. Jennings, Superintendent Greene County.

George H. Hulvey, Superintendent Rockingham County.

2. *Improvement of Rural Schools.*

J. B. McInturff, Superintendent Shenandoah County.

George R. Huffard, Superintendent Wythe County.

S. F. Chapman, Superintendent Alleghany County.

George R. Blick, Superintendent Brunswick County.

3. *Establishment of County High Schools.*

Lee Britt, Superintendent Nansemond County.

Cary Breckinridge, Superintendent Botetourt County.

George W. Grigsby, Superintendent King George County.

C. G. Massey, Superintendent Clarke County.

3 P. M.— 4. *Graded Course of Study for Rural Schools.*

M. D. Hall, Superintendent Fairfax County.

R. C. Stearnes, Superintendent Roanoke County.

L. S. Foster, Superintendent Mathews County.

F. B. Watson, Superintendent Pittsylvania County.

5. *Multiplication of Schools—How to arrest it.*

W. M. Davidson, Superintendent Lee County.

W. F. Hogg, Superintendent Gloucester County.

W. H. Campbell, Superintendent Hanover County.

W. H. Mitchell, Superintendent Carroll County.

8:30 P. M.— 6. *The Relation of Parents to the Public Schools.*

D. L. Pulliam, Superintendent Manchester.

J. S. Saville, Superintendent Rockbridge County.

E. C. Powell, Superintendent Dinwiddie County.

G. A. Willis, Superintendent Floyd County.

7. *School Libraries—Reading Circles—Educational Literature.*

Thomas E. Royall, Superintendent Nottoway County.

A. G. Pendleton, Superintendent Smyth County.

C. C. Paris, Superintendent Charlotte County.

B. H. Hansel, Superintendent Highland County.

WEDNESDAY, MAY 5TH.

10 A. M.— 8. *Superintendents' Supervision—Its Character and Extent.*

L. M. Shumate, Superintendent Loudoun County.

F. T. West, Superintendent Louisa County.

John C. Ashton, Superintendent Portsmouth City.

H. Meade, Superintendent Amelia County.

9. *The Relation of Language to Thought.*

Dr. E. D. Shimer, of the Board of Principals, N. Y. City.

John E. Mapp, Superintendent Accomac County.

Alex. King, Superintendent Sussex County.

W. P. Gunn, Principal of Schools, Radford.

10. *Grading Teachers' Salaries—Prompt Payment of Teachers—Is the present law effective? If not, the Remedy.*

W. C. Marshall, Superintendent Fauquier County.

W. A. Blankingship, Superintendent Chesterfield County.

J. W. Banks, Superintendent Madison County.

John Deskins, Superintendent Buchanan County.

3 P. M.—11. *Examination and Certification of Teachers—State Board of Examiners.*

Gavin Rawls, Superintendent Isle of Wight County.

D. M. Brown, Superintendent Petersburg.

M. M. Lynch, Superintendent Frederick County.

J. H. Stephens, Superintendent Montgomery County.

12. *Courses of Study in City Schools.*

E. C. Glass, Superintendent Lynchburg.

J. H. Bader, Superintendent Staunton.

Thomas T. Powell, Superintendent Newport News.

B. Rust, Superintendent Roanoke City.

8.30 P. M.—13. *"School Discipline and Morals."*

Hon. W. T. Harris, U. S. Comm'r of Education.

GENERAL DISCUSSION.

THURSDAY, MAY 6TH.

10 A. M.—14. *School Legislation.*

Report of committee, and discussion of report.

The entire morning session will be given to the report and discussion.

3 P. M.—15. *Compulsory Education.*

Robert Williamson, Superintendent Richmond County.

F. W. Lewis, Superintendent Lancaster County.

H. D. Ragland, Superintendent Goochland County.

P. H. Williams, Superintendent Tazewell County.

16. *Improvement of School Houses and Grounds.*

H. M. Clarkson, Superintendent Prince William County.

James E. Clements, Superintendent Alexandria County.

R. A. Preston, Superintendent Washington County.

Chancellor Bailey, Superintendent Spotsylvania County.

8.30 P. M.—17 *Manual Training.*

Hon. J. L. M. Curry,

General Agent Peabody and Slater Education Boards.

GENERAL DISCUSSION.

FRIDAY, MAY 7TH.

Inspection of Richmond Schools.

The person first named after each subject will read a paper on that subject.

The discussions will be opened by the speakers in the order in which their names appear. Thereupon the subject will be declared open for brief general discussion.

Thirty minutes will be allotted to the reading of each paper, and ten minutes to each speaker. All papers read should be handed to the Secretary, and a brief outline of each discussion should be furnished him.

The deliberations of the Conference will be public, and all school officers, teachers and others interested in educational work are cordially invited to attend.

Superintendents who arrive in the city before the time appointed for the opening of the meeting are requested to report to the Secretary of the Board of Education, Room 33, State Library Building. Those who arrive during the session of the Conference will please report to the Secretary before taking their seats as members of the body.

COMMITTEE ON SCHOOL LAWS.

L. M. Shumate,
M. D. Hall,
William F. Fox,

W. A. Blankingship,
John T. West,
D. L. Pulliam,

William M. Perkins.

Superintendent Public Instruction, } *Ex-officio*.
Secretary Board Education, }

COMMITTEE ON ARRANGEMENTS.

John E. Mapp,
W. C. Marshall,
Alex. King,
E. O. Peale,

S. S. Wilkins,
R. A. Preston,
W. P. Gunn,
William C. Williams,

O. B. Mears.

TRANSPORTATION RATES.

[Tickets on sale May 3rd and 4th and good for return passage until May 8th.]

Atlantic Coast Line.—Four cents per mile one way for the round trip.

Atlantic and Danville Road.—Four cents per mile one way for round trip.

Baltimore and Ohio Road.—Special card orders, one and one-third fare for round trip.

Chesapeake and Ohio Road (including Virginia divisions).—Fare and a third for the round trip. [Procure certificate from agent at starting point.]

Farmville and Powhatan Road.—Four cents per mile one way for the round trip.

Norfolk and Western Road (including Virginia divisions).—Fare and a third for the round trip.

Norfolk and Southern Road.—Full fare going; one-half fare returning.

New York, Philadelphia and Norfolk Road.—Two-and-a-half cents per mile traveled.

Richmond, Fredericksburg and Potomac Road.—Special round-trip excursion tariff, based on two cents per mile traveled.

Southern Road (including Virginia divisions).—Four cents per mile one way for the round trip.

South Atlantic and Ohio Road.—One fare for round trip. Pay regular fare to Bristol; on return present certificate to agent [at Bristol] showing fare was paid going.

Seaboard Air Line.—Four cents per mile one way for the round trip.

Certificates of identification must be procured from the Secretary.

HOTEL RATES,

FORD'S HOTEL.—\$1.25 a day, two in a room; \$1.50, single.

LEXINGTON.—\$1.50 a day, two in a room; \$2, single.

IMPERIAL.—Rooms 50 cents a day; meals as ordered.

MURPHY'S.—\$2 a day; or rooms 75 cents and \$1.00 a day, and meals as ordered.

ST. CLAIRE and VALENTINE HOUSE.—\$1.25 a day, two in a room; \$1.50, single.

THE WINDSOR.—\$1, \$1.25 and \$1.50 a day, according to location of room and number in room.

John E. Massey,

President of the Conference.

J. A. MCGILVRAY,
Secretary.

[Circular No. 145—Announcement, Summer Normal Schools.]

COMMONWEALTH OF VIRGINIA,
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
RICHMOND, APRIL, 1897.

To Superintendents, Trustees and Teachers.

Summer Normal Schools for the benefit of teachers of the public schools will be held as follows:

Charlottesville—VIRGINIA SUMMER SCHOOL OF METHODS—June 28th—July 23d.

Supt. E. C. GLASS, *Conductor*. [See pages 146 and 147 of this issue of the JOURNAL for particulars.]

Irrington—LANCASTER COUNTY.—June 29th—July 27th.

Conductor—Prof. THOS. J. STUBBS, State Male Normal School, College of William and Mary.

LOCAL MANAGER—[To be supplied.]

Board and Lodging—In private families, etc., \$12, for the period of four weeks.

Radford—June 29th—July 27th.

Conductor—Prof. CHAS. H. WINSTON, Richmond College.

LOCAL MANAGER—Mr. W. P. Gunn, Principal of Schools, Radford, Va.

Board and Lodging—In private families, \$12, for the period of four weeks; at hotels, \$15.

FOR COLORED TEACHERS.

Petersburg—Virginia Normal and Collegiate Institute.—June 14th—July 16th.

Conductor—President JAMES H. JOHNSTON.

Board and Lodging at the Institute, \$2 per week, in advance.

Hampton—June 29th—July 27th.

Conductor—Miss DORA FREEMAN, Hampton Normal School.

Dr. H. B. Frissell, Principal of the Institute, has kindly consented to board and lodge at the Institute 54 female and 24 male teachers upon the following terms:

\$10 for four weeks, in advance.

\$3 a week, in advance.

50 cents a day, in advance.

Teachers will apply at the office for tickets of admission as boarders, and present them to Mrs. Titlow. Boarders will bring their own napkins and towels, and will keep their own rooms in order. No article will be laundered by the school except bed linen.

Young women will occupy rooms in Girls' Cottage, but will be expected to receive their gentlemen friends in Reception Room in Marshall Hall. The Girls' Cottage will be locked at 10 o'clock P. M.

Meals will be served in the Recreation Room: Breakfast, 7:30 to 8:30; dinner, 12:30 to 1:30; supper, 5:30 to 6:15.

Arrangements will be made for those boarding in the town to get their dinners on the grounds at 20 cents each.

On account of limited accommodations in the dining-room, visitors are not expected at meals.

Rates for boarding and lodging in Hampton will be announced in next circular.

All teachers expecting to attend the Normals should register at the State Superintendent's Office on or before June 15th.

Transportation Certificates will be furnished teachers in the order of their registration at this office.

John E. Massey,

Superintendent Public Instruction.

UNIVERSITY OF NASHVILLE,
PEABODY NORMAL COLLEGE,
W. H. PAYNE, LL. D., CHANCELLOR.
NASHVILLE, TENN., April 8, 1897.

HON. JOHN E. MASSEY,

Superintendent of Public Instruction,

Richmond, Va.

DEAR SIR,

The scholarships held by the following students will expire at the close of this college year:

Mary C. Burger, Fincastle;
Mary V. Clary, Harrisonburg;
Fannie W. Dunn, Petersburg;
C. D. Kagey, Cross Keyes;
John D. Miller, Spring City;
Martha C. Neel, Wytheville;
Theda B. Phillips, Lawrenceville;
D. C. Strickler, Tenth Legion;
Bessie G. Woodward, Portsmouth.

These vacancies are to be filled by competitive examination in accordance with Article VI., paragraph 1, of the enclosed "Circular of Information."

Respectfully,

W. H. PAYNE,
President.

Attendance at Summer Normals.

OLIVER POSTOFFICE, VA., March 30th, 1897.

Hon. John E. Massey, Superintendent Public Instruction.

DEAR SIR,

The following teachers have decided to attend one of the Summer Normal Schools, viz.:

White Teachers.

Miss Maude Beazley, Bothwell Postoffice, Va.
Miss Kate A. Cocke, Rockville Postoffice, Va.
Miss Mary G. Coleman, Ashland Postoffice, Va.
Miss C. B. Ratcliffe, Ashland Postoffice, Va.
Miss Nannie Lumpkin, Ashland Postoffice, Va.
Miss Lula P. Lane, Ashland Postoffice, Va.
Miss V. G. Hendrick, Negro Postoffice, Va.
Miss Mary Anna, Hopeful Postoffice, Va.
Miss Lula O. Lowry, Verdon Postoffice, Va.
Miss Rosa L. Kersey, Peakes Postoffice, Va.
Miss Minnie Timberlake, Atlee Postoffice, Va.
Miss M. E. Timberlake, Atlee Postoffice, Va.
Miss Nannie Bates, Ellerson Postoffice, Va.
Miss Carrie Gilman, Ashland Postoffice, Va.
Miss Jane T. Brockenbrough, Oliver Postoffice, Va.

Miss Virginia Campbell, Oliver Postoffice, Va.
 Miss Ellen W. Timberlake, Pole-Green Postoffice, Va.
 Miss Julia C. Egbert, Atlee Postoffice, Va.
 Miss Lizzie Terrell, Emmett's Postoffice, Va.
 Miss Mattie W. Terrell, Emmett's Postoffice, Va.
 Miss Virgia Wright, Gaines Mill Postoffice, Va.
 Mr. W. N. Hamlet, Ashland Postoffice, Va.
 Mr. R. M. Fontaine, Jr., Beaver Dam Postoffice, Va.

Colored Teachers.

Mr. H. C. Winston, Peakes Postoffice, Va.
 Mr. R. H. Tinsley, Peakes Postoffice, Va.
 Mr. J. R. Thompson, Bothwell Postoffice, Va.
 Mr. A. M. Moore, Hanover Courthouse, Va.
 Miss Martha E. Cooke, Richmond, Va.
 Miss Alice V. Johnson, Richmond, Va.
 Miss Sarah Ferrell, Taylorsville Postoffice, Va.
 Miss Sallie R. Brown, Richmond, Va.
 Miss Florence E. Taylor, Beaver Dam Postoffice, Va.

Yours very truly,

W. H. CAMPBELL,

Superintendent Schools Hanover County.

ISLE OF WIGHT COUNTY.

The following teachers say they expect to attend a Normal this summer :

White.

Miss Nettie Marshall, Windsor, Va.
 Miss Anna K. Roberts, Windsor, Va.
 Miss Sallie B. Ryland, Carrollton, Va.
 Miss Mattie Cox, Magnet, Va.

Colored.

Miss Florence James, Fergusson's Wharf.
 Miss Emily Thomas, Smithfield.
 Miss Maggie Davis, Smithfield.
 Miss Martha E. Young, Smithfield.
 Miss Martha E. Tyler, Carrsville.
 Miss Anna Tyler, Windsor.
 Miss Willie J. Jimmerson, Smithfield.

No doubt others will attend, but they cannot tell just now.

GAVIN RAWLS,
Superintendent.

PULASKI COUNTY.

Miss Allison, Armita, white, Delton, Pulaski county, Va.
 Miss Boyd, Lottie D., colored, Lucretia, Pulaski county, Va.
 Miss Chumbley, Susie, white, Churchwood, Pulaski county, Va.
 Mr. Dockery, Thos. S., colored, Churchwood, Pulaski county, Va.
 Mr. Early, J. L., white, Pulaski, Va.
 Miss Gibboney, Janie, white, Ingle, Pulaski county, Va.
 Miss Godbey, Lucy S., Snowville, Pulaski county, Va.
 Miss Headrick, Lula, white, New River Depot, Pulaski county, Va.
 Miss Miller, Laura, white, Ingle, Pulaski county, Va.

Mr. Morgan, R. B., white, Churchwood, Pulaski county, Va.

Mr. Millerins, R. L., white, Long Speer, Bland county, Va.

Mrs. Stone, Ida V., white, New River Bridge, Pulaski county, Va.

Miss Watkins, Lucie N. L., white, Charlotte C. H., Va.

Mr. Worrell, J. E., white, Hillsville, Carroll county, Va.

Miss Worley, Evadna, white, Bristol, Tenn.

NOTE.—The above named 15 Pulaski county teachers have written me of their intention to attend a Summer Normal this year. No doubt a good many others will when they know that one will be held in Radford. I shall make another effort to induce them attend at Radford, and will note all new names and send them to the Department of Education.

Respectfully,

WM. M. PERKINS,

County Superintendent of Schools, Pulaski County.

"HAVE TEACHERS RECEIVED PAY FOR LAST MONTH?"
 (From Superintendents' March Reports.)

[Every school district should have a monthly "pay day" for teachers, and teachers should get their money on that day. In several counties school officers have devised ways and means for doing this, and superintendents of other counties should take the matter in hand and never relax their efforts until a monthly "pay day" shall have been established in every school district in the State.]

Accomac : "Yes."

Albemarle : "They have."

Alexandria city : "Yes."

Alexandria county : "They have."

Alleghany : "Report not received."

Amelia : [Superintendent using old form.]

Amherst : "No."

Appomattox : "Eight."

Augusta : "A few have not."

Bath : "I think so."

Bedford : "Very few."

Bland : "No."

Botetourt : "Yes."

Bristol : "Yes."

Brunswick : "No."

Buchanan : "Yes, sir."

Buckingham : "Not all."

Buena Vista : [Superintendent using old form.]

Campbell : "Twenty-eight have not; and eleven do not say."

Caroline : "They say not."

Carroll : "Not all of them."

Charles City : "All except six."

Charlotte : "Yes."

Charlottesville : Report not received.

Chesterfield : "No."

Clarke : Report not received.

Craig : "All."

Culpeper : "No."

Cumberland : "No."

Danville : "Yes."

Dickenson : "No."
 Dinwiddie : "No."
 Elizabeth City : Not reported.
 Essex : Report not received.
 Fairfax : "Yes."
 Fauquier : [Superintendent using old form.]
 Floyd : "They have not."
 Fluvanna : [Superintendent using old form.]
 Franklin : "All have not."
 Frederick : "They have in Winchester, but not in other districts."
 Fredericksburg : "Yes."
 Giles : "They have."
 Gloucester : "A few have."
 Goochland : "Eight report 'Yes.'"
 Grayson : "Yes."
 Greene : "Not all."
 Greenville : Report not received.
 Halifax : "If any have not it is not known to me."
 Hanover : "Warrants have been issued to them."
 Henrico : "They have."
 Henry : "Will receive pay May 1st."
 Highland : "Yes."
 Isle of Wight : "Six report that they have not."
 James City : "They have."
 King and Queen : "No."
 King George : "Not all."
 King William : "Every warrant presented has been paid."
 Lancaster : [Superintendent using old form.]
 Lee : Report not received.
 Loudoun : "Warrants are paid when presented."
 Louisa : "Not all."
 Lunenburg : "Payments have been suspended for a time, on account of the death of our treasurer."
 Lynchburg : Report not received.
 Madison : [Superintendent using old form.]
 Manchester : Report not received.
 Mathews : "Most of them."
 Mecklenburg : Report not received.
 Middlesex : [Superintendent using old form.]
 Montgomery : About one-third report "Yes."
 Nansemond : "The treasurer pays them promptly upon presentation."
 Nelson : [Superintendent using old form.]
 New Kent : "They have."
 Newport News : "Yes."
 Norfolk city : Report not received.
 Norfolk county : "Yes."
 Northampton : "Twenty-four have, eleven have not, and eleven do not report."
 Northumberland : "They have."
 Nottoway : "Yes."
 Orange : Report not received.
 Page : [Superintendent using old form.]
 Patrick : Report not received.
 Petersburg : Report not received.
 Pittsylvania : "In two districts only."
 Portsmouth : "Yes."
 Powhatan : "Not all."
 Prince Edward : Report not received.
 Prince George : Report not received.
 Princess Anne : "Not all."
 Prince William : Report not received.
 Pulaski : Report not received.
 Radford : Not answered by Superintendent.
 Rappahannock : "I think all who have presented their warrants to the treasurer have."
 Richmond city : "Yes."
 Richmond county : Report not received.
 Roanoke city : [Superintendent using old form.]
 Roanoke county : "Yes."
 Rockbridge : "Yes."
 Rockingham : "No."
 Russell : "Not all."
 Scott : Report not received.
 Shenandoah : "No."
 Smyth : "Yes, except a few in the second district."

Southampton : Report not received.
 Spotsylvania : "Yes."
 Stafford : "Yes."
 Staunton : [Superintendent using old report.]
 Surry : "Not all of them."
 Sussex : "Yes."
 Tazewell : "Yes."
 Warren : "Yes."
 Warwick : "Yes."
 Washington : "Only a part of them."
 Westmoreland : Report not received.
 Williamsburg : "Yes."
 Wise : "Treasurer is paying."
 Wythe : Report not received.
 York : "No."

It is expected that Superintendents will give *definite replies* to all questions propounded in their monthly reports. A mere guess is not worth recording.

State Spelling Contest.

[As the contest was not, in many cases, conducted according to the rules prescribed, we report below only the number of schools taking part in the contest and the number of pupils spelling.]

COUNTY OR CITY.	No. Schools Taking Part.	No. Pupils Participating.
Accomac.....	1	10
Amelia.....	13	153
Bristol.....	6	159
Brunswick.....	9	71
Buckingham.....	15	165
Buena Vista.....	*	112
Caroline.....	12	129
Charlotte.....	7	98
Chesterfield.....	60	600
Danville.....	19	501
Dinwiddie.....	66	544
Fairfax.....	23	324
Fredericksburg.....	8	315
Fluvanna.....	20	160
Greene.....	4	44
Hanover.....	65	605
Henry.....	6	118
James City.....	9	95
King George.....	8	51
King William.....	11	118
Loudoun.....	41	653
Lancaster.....	10	156
Louisa.....	14	152
Mathews.....	23	282
Montgomery.....	6	91
Manchester.....	14	413
Norfolk county.....	33	425
Northumberland.....	8	110
Newport News.....	10	263
Nansemond.....	29	430
New Kent.....	15	121
Page.....	54	621
Petersburg.....	27	849
Princess Anne.....	14	154
Pulaski.....	5	80
Richmond city.....	116	3,954
Roanoke county.....	20	373
Rockbridge.....	41	472
Shenandoah.....	75	991
Southampton.....	26	374
Sussex.....	8	71
Williamsburg.....	4	64
Westmoreland.....	7	64
Wise.....	1	25
Totals.....	963	15,560

* Not reported.

ITEMS FROM SUPERINTENDENTS' REPORTS.

Danville City—Superintendent Anderson :

"On account of the growth of the schools from year to year, the funds appropriated by the city, taken with the State apportionment, had become insufficient to meet the expenses of the schools for nine and a half school months, and, at the request of the School Board, the City Council has supplemented the fund with the sum of \$3,200 for the current session, and increased the school tax from 12½ to 15 cents on the \$100 for the ensuing session."

Franklin County—Superintendent Brown :

"The public schools all closed about the 10th of March with few exceptions. I am endeavoring to get the different district boards to exert their most potent influences in securing the attendance of as many teachers at the Normals this summer as possible."

Gloucester County—Superintendent Hogg :

"I immediately upon receipt of Circular "141" prepared my circular, had a sufficient number of copies printed and distributed them to my teachers. Some have reported results of the "Spelling Contest." I shall report as soon as all reports are in. Have prepared circular to be submitted to the County School Board for adoption, urging teachers to attend Summer Normals."

Hanover County—Superintendent Campbell :

"We had a very pleasant and instructive meeting of teachers at Ashland on the 26th March—Mr. W. W. Hamlet lectured on Longitude, Latitude and Astronomical Geography, and several teachers read interesting essays on school topics."

Lancaster County—Superintendent Lewis :

"Our schools, with three exceptions, have been unusually well attended this session. I have visited every school in the county in past two or three months, and am pleased with the efficiency of our teachers. Most of our schools will continue throughout April."

Norfolk City—Superintendent Dobie :

"Our special committee have appeared before the Finance Committee of the Council and appealed to them for twenty-five thousand dollars (\$25,000) for new school buildings in addition to \$30,000 for general school expenses."

Roanoke County—Superintendent Stearnes :

"At the meeting of the County Association held at Vinton, March 20th, we had an 'exposition' of school work, thus inaugurating what will, I think, prove a very valuable feature. A special difficulty in rural schools is the general lack of method and neatness in writing out exercises or operations. This comparison of results at the end of school terms will be a powerful incentive to careful habits along these lines. The Exposition of March 20th was pronounced highly successful in every respect."

Stafford County—Superintendent Weedon :

"Our 'State Spelling Contest' is splendid. I have taken interest in it. Sent circular to the schools in Aquia and Rock Hill districts, and attended to it, in person, in the eighteen schools in Falmouth and Hartwood districts. A full report will follow. I have visited every school in

the county, as usual, and take pride in reporting splendid progress. The JOURNAL will be in the hands of every teacher next session. The March and April JOURNALS are worth five times their cost to any progressive teacher, and they can't do without it now."

TEACHERS' REPLIES TO A SUPERINTENDENT'S QUESTIONS.

1. Do you belong to a reading association? Four answer "Yes;" thirteen, "No."

2. Do you take an educational journal? Five, "Yes;" six, "No;" one answers, "Read, but do not take."

3. Are you pursuing a systematic course of reading? Five, "Yes;" seven, "No."

4. Do you make preparation upon the lessons to be cited? Five, "Yes;" twelve respectively: "On those with which I am not thoroughly acquainted;" "On a great many, on some I do not;" "Could not conscientiously meet some primary classes without preparation;" "Frequently, but have not made it a rule to do so;" "Always study ahead of my classes, so that I can give the necessary explanations—I study especially arithmetic just as if I were attending school;" "When I am not perfectly familiar with the lessons;" "All the preparation necessary;" "Upon the most difficult lessons;" "Upon every lesson;" "Upon each lesson;" "I make careful preparation for all recitations;" "Often by going over the difficult lessons with the pupils."

Some superintendents claim that they are unable to make accurate annual reports on account of the careless preparation of clerks' reports. *This is not a good excuse.* It is the duty of superintendents to see that district clerks keep their accounts in such a manner as to be able to furnish satisfactory annual reports. Superintendents should give this matter personal attention *during the year*, and thereby spare themselves and the Central Office much unnecessary work at the close of the year.

Superintendents are requested to list the names of teachers who expect to attend the Normals, and report them to the Central Office.

The Board of Education has added to the State list of supplementary text-books, "A Young People's History of Virginia and Virginians," by General Dabney H. Maury. The publishers, the B. F. Johnson Publishing Co., Richmond, Va., have agreed to furnish the book (well bound in cloth, plain stamping), to pupils of the public schools, at 75 cts., exchange, 40 cts.

Teachers' Examinations will be held simultaneously throughout the State as follows:

For *white* teachers: Tuesday and Wednesday, August 3d and 4th, 1897.

For *colored* teachers: Thursday and Friday, August 5th and 6th, 1897.

Examinations for State certificates will be held in connection with the Summer Normals at Charlottesville, Radford, Irvington, Hampton, and Petersburg, July 15th, 16th, and 17th.

Examinations of applicants for Peabody Scholarships will be held July 22d and 23d.

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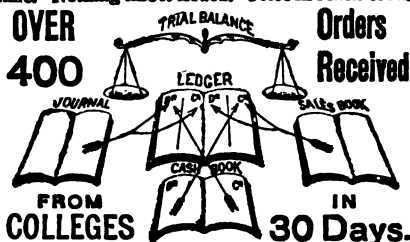
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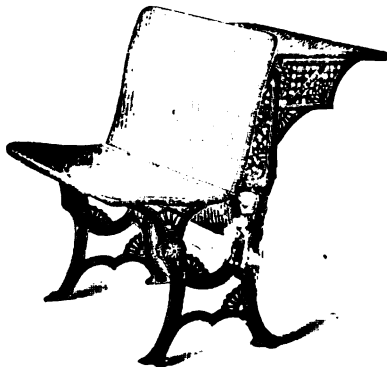
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H. B. HUCLES, *Treasurer and Business Manager.*

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RICHMOND, SEPTEMBER, 1897.

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VOL. VI. RICHMOND, SEPTEMBER, 1897. No. 7.

J. A. McGILVRAY, Editor.

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We would be glad to receive from our readers statements of views on any of the above subjects.

Be brief and to the point.

Friends and subscribers are requested to excuse the unavoidably tardy appearance of the Journal for September, October, and November. It is hoped that the later numbers for the current year will be on time.

++

Since the June number of the Journal was published we have had to mourn the loss of Attorney-General R. Taylor Scott. In him the public schools of Virginia have lost a true and tried friend, a worthy counselor in every emergency. The death of such a man is a public calamity, and nowhere will the burden of his loss be felt more than in the councils of the Board of Education. Always prompt to respond to calls made upon him as a member of the Board, and ever ready to co-operate in every movement looking to a wise administration of the great trust committed to this body, he could be counted on for well-considered advice and practical suggestions in all cases requiring careful deliberation and sound judgment.

Having filled the office to the entire satisfaction of his fellow-citizens for two terms, he was a candidate for re-election when stricken down by disease.

Those of us who were fortunate enough to hear his address before the Superintendents' Conference last May, will not soon forget his earnest and impressive words.

++

On Saturday, October 9th, Dr. John A. Cunningham, Principal of the State Female Normal School, died at Farmville.

Dr. Cunningham was born in the city of Richmond in 1845. He was the brother of the late Dr. Frank Cunningham, a distinguished physician of that city, and of Col. Richard Cunningham, who was killed in the late war.

For a number of years he was principal of Madison School in Richmond, where he was greatly loved, and is kindly remembered.

There is no more important work than that in which he was engaged, of sending out thor-

oughly-prepared and well-equipped teachers to take upon themselves the duty of the education of youth.

Dr. Cunningham's genial disposition and enthusiastic nature peculiarly fitted him for the position which he filled so acceptably. His death came as a sudden break in this noble work.

There are already a number of prominent educators spoken of in connection with the vacancy thus made.

++

As we write the eleventh course of public lectures at Richmond College, provided by the James Thomas Endowment Fund, is in progress. Dr. James Henry Breasted, Professor of Egyptology in the University of Chicago, has been chosen to deliver the course by the committee in charge, of which Professor Charles H. Winston is chairman.

The subject is the "History, Art, and Monumental Survivals of Ancient Egypt," and is divided into five lectures.

The Thomas Lectures have heretofore been arranged to take place in the spring, usually in the month of March, but it has been deemed wiser to change the time to the fall of the year.

If large and enthusiastic audiences are indicative of appreciation, the committee must be well satisfied with their selections in the past. The present series bids fair to sustain the well-earned popularity of these courses of lectures.

++

The public-spirited citizens of Richmond have succeeded in getting a sufficient number of subscribers to establish the Richmond Public Lyceum, and during the winter will bring to the city some of the best talent on the lecture platform. The first lecture to be given under the auspices of the Lyceum will be on November 16th, by the celebrated Anthony Hope, the author of the "Prisoner of Zenda," perhaps the greatest writer of the romantic school since Walter Scott and Alexander Dumas.

++

Subscribe to the JOURNAL.

[There is general concurrence in the opinion that the Conference of County and City Superintendents of schools of Virginia, which was held in the city of Richmond, May 3rd, 4th, 5th, and 6th, 1897, was the best meeting of its kind ever held in the State. We esteem it a privilege, therefore, to announce to our readers that a full report of the proceedings of the meeting (including the papers read) will be published in the JOURNAL. The first installment appears in this number.—*Editor.*]

Proceedings of the Conference of County and City Superintendents of Schools of Virginia.

Held in the city of Richmond, May 3d, 4th, 5th, and 6th, 1897.

Pursuant to the call of the Superintendent of Public Instruction, the Conference convened in the Hall of the House of Delegates, May 3rd, 1897, at 8:30 o'clock P. M.

The meeting was called to order by the President, Hon. John E. Massey, Superintendent of Public Instruction. Mr. J. A. McGilvray, Secretary of the Board of Education, filled the office of secretary.

The exercises were opened with prayer by the Rev. George Cooper, D. D., of Richmond.

The President stated the reasons for calling the conference, and expressed his gratification at the excellent attendance of Superintendents. He said he would not attempt to forestall the work of another, and that it gave him pleasure to announce that the address of welcome would be delivered by one who had labored indefatigably to advance the educational interests of the State—Mr. J. A. McGilvray, Secretary of the Board of Education.

Mr. McGilvray said in part: "I take it that Virginians scarcely need a welcome to their own capital. Richmond is a proud city. She rejoices in her industrial enterprises, in the reputation of her professional men, in her social life, and glories in being the capital of the Old Dominion. She *revels* in her history. Richmond rejoices also in the power of her public schools. You have assembled to quicken the pulse of educational thought. Every one knows that an evolution in school measures is in progress. You represent 360,000 school children. You represent an investment of \$3,000,000 and an annual expenditure of about \$2,000,000. The State recognizes the expense of education as a debt due to future generations. She affirms that character building is the chief concern of the State, and an investment that yields ample return in good citizenship. I can bear testimony to the efficiency of the corps of Superintendents in Virginia. Our system is not perfect, our wants are well known, but the outlook is auspicious."

The speaker then closed by extending, in the name of himself and the citizens of Richmond, a very cordial welcome to the "flower of the Old Dominion."

Superintendent Wm. M. Perkins, of Pulaski county responded to the address of welcome.

RESPONSE TO THE ADDRESS OF WELCOME.

Mr. Perkins said :

In behalf of the members of this conference, it is made my pleasant duty to respond to the distinguished gentleman's handsome and cordial address of welcome.

After this good, old-fashioned Virginia welcome to this grand old Hall of the House of Delegates in this grand old capitol building in this grand old capital city of this grand Old Dominion, his heart must, indeed, be stone, and his blood a frozen current, who does not deep down in his Virginia bosom respond to the warm welcome, and feel, not like "a stranger in a strange land," but like a son at home in his father's house.

We are in our father's house, where we have come to stay till this conference is over, and then we will go home, singing the praises of heroic, classic Richmond-on-the-James.

But with or without a formal welcome, Mr. President, we all feel at home here, for is not Richmond the heart of Virginia, and are we not all Virginians?

Have we not all a common birthright, by which we can say, "I am a Virginia citizen," greater far than that birthright which enabled its possessor to boast that he was an Athenian citizen, or than the privilege purchased at a great price by St. Paul, enabling him to exclaim, "I too, am a Roman citizen;" for, my countrymen, is not Washington greater than Caesar, and is not Lee juster than Aristides? And where in all the wide, wide world, in all the tide of time, shall we find the peer of Stonewall Jackson? Whom did *they* call mother, but our own dear mother, Virginia? And what city was it that the immortal Lee and Jackson loved so well and defended so gloriously for those four long years that tried men's souls, but this city, the capital of our mother Virginia, and of our own beloved Sunny South, dear old Richmond-on-the-James?

How could we walk these streets and not feel at home? How could we look upon beautiful Hollywood, where our brothers in arms sweetly sleep, without feeling that—

"On Fame's eternal camping ground
Their silent tents are spread,
While Glory guards with solemn round
The bivouac of our dead"

"Men may come and men may go," but the noble river on whose banks these heroes sleep, goes on *forever*; and in its rush to our Virginia cities by the sea, destined in time to become, not a Greater New York, but the Metropolis of America, it sings to each hero a sweet, sad, unceasing song—this requiem,

"Soldier, rest, thy warfare over;
Sleep the sleep that knows no breaking;
Dream of battlefields no more,
Days of danger, nights of waking."

We have come, Mr. President, to this Superintendents' Conference with the determination to make it a *success*. We may not be able to make two *blades of grass* grow where but one grew before, but we hope to be able the better "to teach the young *idea* how to *shoot*," and to make two of these shoots grow where but one grew before. We hope to return to our homes and our work with the proud satisfaction of duty performed;

"Ever reaping something new,
That which we have done but earnest of the things that we shall do."

To gain this success we must combine many requisites too numerous to mention here, chief among which, however, is *patriotism*.

We are the servants of the State, appointed by her to be the educational guardians of her children, to teach them their duty, and the great lesson of life; and what duty is there, what lesson is there greater than to love, honor, and obey their parent, the State? This duty is summed up in the one word, *patriotism*.

Here we breathe the very air of patriotism and see patriotism personified. Here in this hall stands before us in his life-size and life-like portrait the immortal Jefferson, with the Declaration of Independence in his hand, himself the great apostle of civil and religious liberty to the world; the father of the University, and of the free school system in Virginia, teaching the great lesson of his great life: "Man is man and master of his fate;" and by his side stands the great Pitt, re-echoing in Parliament the spirit of Jefferson's great declaration, and of those immortal words, "Give me liberty or give me death," spoken by our immortal Henry,

"The forest-born Demosthenes,
Whose thunders shook the Phillis of the seas;"

whose life-like statue upon our Capitol Square seems ever to repeat these eloquent words as it stands majestically among the statues of Henry's Revolutionary comrades—Jefferson, Marshall, Mason, Lewis, and Nelson—fit body guard to the superb equestrian statue of the Father of his Country.

Here in the capitol stands the *fac-simile* of him who was "first in war, first in peace, and first in the hearts of his countrymen," giving "the world assurance of a man," and teaching the great lesson of his great life: "Would you govern others, first learn to govern yourself."

Close by Washington is the bust of the noble Lafayette, teaching the great lesson of his great life, "*de republica nil desperandum*;"

"For freedom's battle once begun,
Bequeathed by bleeding sire to son,
Though baffled oft, is ever won."

Here, in the Capitol Square, stands the pure white marble statue of "The Mill-boy of the Slashes," fit emblem of the purity and whiteness of the patriot's heart, teaching the great lesson of his great life,

"It is better to be right than president."

Here, in the Capitol Square, stands another statue. It is of a man whose greatness and goodness shall shine as the stars in the heavens, when the bronze that reflects his heroic features shall have perished forever, for "Look! There is Jackson standing like a stone wall!" teaching the great lesson of his great life,

"God created man in his own image, and made him a little lower than the angels."

Here, in Monroe Park, will stand the monument to the Hero-President of the Lost Cause, teaching the great

lesson of his great life, in the words of the Roman Censor Cato,

"Tis not in mortals to command success,
But we'll do more, Sempronius, we'll deserve it."

Here, in the west end of the city, stands the equestrian statue of our second Washington, Robert E. Lee, teaching the great lesson of his great life,

"Duty is the sublimest word in the language."

Here, in the extreme east end of the city, a lofty and lovely shaft pierces the air, crowned with a fit statue of the Confederate Private Soldier and Sailor. As at Athens the sun, rising over "sea-girt Salamis," first kissed the crest of the statue of Pallas Athene, the guardian of the city, upon the Acropolis, so the sun rising over Malvern Hill, first kisses the broad brow of the statue of the Confederate Private Soldier and Sailor, the guardian of this city, ever on duty upon this monument, teaching the great lesson of his great life,

"Honor and shame from no condition rise;
Act well your part, there all the honor lies;"

and that often,

"The post of honor is a private station."

We are glad to be here, Mr. President. We are glad to meet our fellow school superintendents, teachers, and the friends of education, and the good people of this good city, and to give them the right hand of fellowship; but especially are we glad to meet face to face the high and mighty Triumvirate, the Honorable Board of Education, composed of our Governor, our Superintendent of Public Instruction, and our Attorney-General; one and all of whom we hail, and in the name of the good people of the commonwealth, we thank them for their earnest, faithful, and efficient labors in the great cause of public free school education in Virginia.

We thank them for having strengthened and elevated the system by every means in their power, and especially by appointing to office under them men chosen for their fitness and worth, and for having turned a deaf ear to the crying needs and importunities of the broken-down "koon-dog-teacher," the so-called "professor," and the "statesman out of a job."

We are glad to have the opportunity offered by this Conference to consult with the Board of Education as to the ways and means of *perfecting* the free school system in Virginia; of making it what Thomas Jefferson, that wonder of the world, designed it to be. It came from his brain, perfect in every part, and full grown, as Minerva sprang from the brain of Jupiter; but his cotemporaries, not appreciating it, received it not. This stone, so long rejected, thank God, has now become the head cornerstone of the temple of state.

Let us perfect the system, not only the Primary Free School, but also the Graded School, the High Free School, the Free College, and the Free University of the State. At least, the

Let perfection be

As a

where

and

fly away," but let our treasures be our minds and our hearts.

Let us educate the people.

Napoleon, when asked what was necessary to save France in her calamity, said, "Educate the mothers of France;" and now in these times of trials, troubles, and tribulations in Virginia, we say:

"Educate the people of Virginia."

Yes, Mr. President, we have come to this Conference from the Potomac, the Roanoke, the Rappahannock, the Shenandoah, the York, the James, the Atlantic shore, Tidewater, Piedmont, the Valley, the Blue Ridge, and the Alleghany mountains, with a common spirit animating us all.

Every mountain breeze whispers, and every storm thunders to us the same earnest message,

"Educate the people."

And old ocean joins in the cry, for

"What are the wild waves saying,
Brothers, the whole day long?"
They tell us our bounden duty,
And sing us this ceaseless song,

"Educate the people," to which we all say, "Amen."

The Secretary read the following message received from the Governor:

FT. MONROE, VA., May 3, 1897.

Mr. J. A. MCGILVRAY,

Secy. State Board Education,

Richmond, Va.

Not well enough to speak to-night. By advice of physician will remain here. Express my regrets to convention.

CHAS. T. O'FERRALL.

The President expressed his regrets at the absence of Governor O'Ferrall, and assured the conference of the Governor's hearty sympathy with the objects of the meeting.

The following resolution, offered by Superintendent R. A. Dobie, of Norfolk city, was unanimously adopted:

Resolved, That we express to Governor O'Ferrall our sincere regret that he was unavoidably detained from attending our conference, and deep sympathy during his recent illness, and our earnest desire for his early restoration to complete health.

On motion of Supt. R. A. Armistead, of Williamsburg, President Lyon G. Tyler and Prof. J. L. Hall, of the College of William and Mary, were invited to take seats with the conference.

The President introduced the Hon. R. Taylor Scott, Attorney-General, who made an excellent address on the value of education and the duties of teachers, superintendents, and school trustees.

[The Secretary regrets that Major Scott's address was delivered *ex tempore*, and that he was so closely engaged with other important official business he could not spare the time after its delivery to furnish the Secretary notes for publication.]

The President made a brief address touching the work of the Conference, after which a recess was taken until ten o'clock to-morrow morning.

TUESDAY, MAY 4, 1897.

The Conference convened in the hall of the House of Delegates at ten o'clock, A. M., May 4th.

After prayer by Rev. J. B. McInturff, Superintendent of Shenandoah county, the Secretary called the roll and the following-named Superintendents responded to their names:

COUNTY OR CITY.	SUPERINTENDENT.
Accomac	John E. Mapp.
Albemarle	Isaac R. Barksdale.
Alexandria city	K. Kemper.
Alexandria county.....	James E. Clements.
Amelia	H. Meade.
Amherst.....	C. L. Scott.
Augusta	E. O. Peale.
Bath	F. L. LaRue.
Bedford	N. D. Hawkins.
Bland	D. H. Munsey.
Botetourt.....	Cary Breckinridge.
Bristol.....	R. H. Sheppe.
Brunswick.....	George R. Blick.
Buckingham	James C. Hanes.
Buena Vista	J. P. McCluer.
Campbell	{ D. J. Evans for Rev. R. P. Hunter.
Caroline	A. G. Smith.
Carroll.....	W. H. Mitchell.
Charles City	Samuel D. Mulford.
Charlotte	Charles C. Paris.
Charlottesville	Frank A. Massie.
Chesterfield	W. A. Blankingship.
Culpeper	James M. Beckham.
Cumberland	J. L. Wilson.
Danville	Abner Anderson.
Dinwiddie	Dr. E. C. Powell.
Elizabeth City	John M. Willis.
Essex	Ed. R. Baird.
Fairfax	M. D. Hall.
Fauquier.....	Wm. C. Marshall.
Floyd.....	G. A. Willis.
Fluvanna	R. J. Faris.
Franklin	R. S. Brown.
Frederick	M. M. Lynch.
Fredericksburg.....	B. P. Willis.
Giles	John S. Dowdy.
Gloucester.....	Wm. F. Hogg.
Goochland.....	Rev. H. D. Ragland.
Greene	Dr. George B. Jennings.
Greeneville.....	James F. Powell.
Halifax.....	Thomas E. Barksdale.
Hanover.....	W. H. Campbell.
Henrico	John K. Fussell.
Henry	Dr. W. W. Morris.
Isle of Wight.....	Dr. Gavin Rawls.
James City.....	James H. Allen.
King & Queen.....	John Temple.
King George.....	G. W. Grigsby.
King William.....	Joseph H. Gwathmey.
Lancaster.....	Dr. Frank W. Lewis.
Lee	Wm. M. Davidson.
Loudoun.....	L. M. Shumate.
Lunenburg.....	George W. Hardy.
Lynchburg.....	E. C. Glass.
Madison	James W. Banks.
Manchester	D. L. Pulliam.
Mathews.....	Dr. L. S. Foster.
Mecklenburg.....	Thos. W. Smith.
Middlesex	Dr. William S. Christian.
Montgomery.....	J. H. Stephens.
Nansemond.....	Lee Britt.
Nelson	W. C. Fitzpatrick.
New Kent.....	Geo. E. Fisher.
Newport News.....	Thos. T. Powell.
Norfolk city.....	R. A. Dobie.
Norfolk county.....	John T. West.
Northampton.....	S. S. Wilkins.
Northumberland.....	Giles F. Eubank.
Orange.....	William C. Williams.
Page	Charles E. Graves.
Patrick.....	J. E. Foster.
Petersburg.....	Dr. D. M. Brown.
Pittsylvania.....	F. B. Watson.
Portsmouth.....	John C. Ashton.
Powhatan	Dr. W. H. Hening.
Prince Edward.....	Thomas J. Garden.
Princess Anne.....	O. B. Mears.
Prince William.....	Dr. H. M. Clarkson.
Pulaski.....	William M. Perkins.
Rappahannock.....	H. M. Miller.
Richmond city	William F. Fox.
Richmond county.....	Rev. Robert Williamson.
Roanoke city.....	B. Rust.
Roanoke county.....	R. C. Stearnes.
Rockbridge.....	J. Sidney Saville.
Rockingham.....	George H. Hulvey.
Scott	W. D. Smith.
Shenandoah.....	Rev. J. B. McInturff.
Southampton	Dr. J. F. Bryant.
Stafford.....	G. M. Weedon.
Staunton	J. H. Bader.
Surry.....	George T. Clarke.
Sussex.....	Alexander King.
Tazewell.....	P. H. Williams.
Warren.....	Gibson E. Roy.
Warwick	Dr. J. H. Crafford.
Washington.....	R. A. Preston.
Westmoreland.....	T. Hunter, Jr.
Williamsburg.....	Robert T. Armistead.
Wise.....	W. H. Wampler.
Wythe	George R. Huffard.
York.....	William J. Stores.
Absent:	
Alleghany county.....	Rev. S. F. Chapman.
Appomattox county.....	C. H. Chilton.
Buchanan county.....	John Deskins.
Clarke county.....	C. G. Massey.
Craig county.....	C. B. Givens.
Dickenson county.....	J. H. Long.
Grayson county.....	J. K. Fulton.
Highland county.....	B. H. Hansel.
Louisa county.....	Frank T. West.

Nottoway county.....	Thomas E. Royall.
Prince George county.....	Benjamin Fenner.
Radford.....	J. D. Peters.
Russell county.....	M. C. Clark.
Smyth county.....	A. G. Pendleton.
Spotsylvania county.....	Chancellor Bailey.

Total number absent 15*

The President announced the appointment of the following committees:

ON SCHOOL LAWS.

L. M. Shumate,	W. A. Blankingship,
M. D. Hall,	John T. West.
William F. Fox,	D. L. Pulliam,
William M. Perkins.	
Superintendent Public Instruction,	} <i>Ex officio.</i>
Secretary Board Education,	

ON ARRANGEMENTS.

John E. Mapp,	S. S. Wilkins,
W. C. Marshall,	R. A. Preston,
Alexander King,	W. P. Gunn,
E. O. Peale,	William C. Williams,
O. B. Mears.	

President Massey announced that Supt. Thomas E. Barksdale, of Halifax county, would present a paper on the first topic to be considered, which was

SUMMER NORMAL SCHOOLS—HOW CAN THEY BE IMPROVED AND BETTER ATTENDANCE OF TEACHERS SECURED.

Mr. Barksdale read the following paper:

If by any means we could convince the friends, patrons, and trustees of the schools that Summer Normals are not simply places for recreation, fun, and frolic; that the young ladies do not repair to them in search of husbands, nor the young men to find wives, and if, on the other hand, we could guarantee each unmarried male and female teacher, that husbands and wives are the logical result and legitimate outcome of these excellent summer resorts, half of that for which this paper is designed will have been accomplished, and if, without being guilty of unbecoming personal allusion, I could name those who have exchanged single for double blessedness in my county by reason of attendance upon these Normals, and at the same time keep it a profound secret as has been so adroitly done up to this announcement, I feel sure the remaining half of the work assigned me will have been performed, and I might take my seat with the confident expectation that every teacher who may read this piece of news will henceforth haste to the Normal, and as soon thereafter as practicable will enter the state of double blessedness. It would be well, too, Mr. Chairman, to disabuse the public mind of the sentiment somewhat prevalent, that these schools are mostly gotten up for pecuniary purposes—conducted for the benefit of a favored few, who bid fair soon to gobble up what has been left the dear people by the voracious trusts and combines, from whose excessive cupidity the world now lies groaning and bleeding.

* The Secretary stated that letters in his possession showed that nearly every case of absence was occasioned by sickness of the Superintendent or his family.

Now, Mr. Chairman, if Mr. Glass had only been thoughtful enough to pass over to his impecunious friend just a few grains of the glittering dust with which they have covered themselves from this prolific source of wealth, I would be willing to spend the third half of this paper in endeavoring to rescue them from the vortex of destruction by which they must soon be engulfed, unless this matter is fully, fairly, and faithfully explained to the people, patrons, and powers controlling the affairs of the public schools. But as no drops have fallen on me, I feel no hesitation in dropping them, and I therefore pass on to the consideration of the first division of my subject.

A Summer Normal, I take it, is not so much one where instruction is given along the line of particular text-books, but where the most approved, up-to-date principles of pedagogy are discussed before teachers and other scholars who desire to keep abreast with the progress of the age, and at the same time where facilities are afforded those who desire either to review or add to what they already know. Yet, of course, the distinctive feature of such schools, necessarily of short duration, is to present whatever has been found to be better than the ordinary methods of instruction.

The radical changes made in recent years in treating the subjects pursued in the schoolroom, whether of science, language, mathematics, or history and geography, have been as astounding as those which have been made in methods of agriculture since the early dawn of the nineteenth century.

The improvements made in the methods of Turner, Murray, Pike, and Parley are no less startling than those in the plow, the loom, and the anvil. Yet the unprogressive are often heard to say, "Boys learned chemistry from Turner, grammar from Murray, arithmetic from Pike, and geography and history from old Peter Parley, and got on bravely in the world."

Yes, our fathers broke the land with the wooden plow, got out their wheat upon the tread yard, made cloth, warp and woof, by means of the spinning wheel and the loom, lived, prospered, and died wearing home-spun breeches and stitched-down brogues; but who, to-day, would be willing to return to these primitive methods, while the steam plow, the threshing machine, and the factory with its thousands of spindles stand ready to do his bidding?

Not only do we have at the Normals new theories, new principles, but new methods of presenting the truths of mathematics, the theories of science, the laws of language, the geographical divisions of the earth, and the facts of history.

It would be too tedious and prolix to undertake here to illustrate, by example, the various methods of treating the subjects usually introduced into our public school rooms, but bear with me just a moment while I place before you a very simple illustration of what I mean.

You ask a pupil (we will call him John) to find $\frac{1}{2}$ of 1290.

Quite likely he will say, "Multiply by the numerator and divide by the denominator." You ask, "Why not multiply by the denominator and divide by the numerator?" and he will say, "Because that is not the rule."

Turning to another, you ask, "How would you do it, William?" He answers, "I need no rule. I first get $\frac{1}{4}$ by dividing by 4, and plainly $\frac{3}{4}$ will be 3 times as much."

Again you ask John, "How do you divide $\frac{3}{4}$ by $\frac{1}{4}$? He answers, "I invert the divisor and multiply the terms of both fractions together, giving $\frac{1}{4}$ as the result." "Now, John, why did you invert?" "The rule directs it, and it gets the answer every time." "William, how would you do it?"

"Here again I need no rule. I know that 1 is contained in $\frac{3}{4}$ only $\frac{3}{4}$ of a time; $\frac{1}{4}$, of course, will go 5 times as often, giving $\frac{1}{4}$; now if $\frac{1}{4}$ goes $\frac{1}{4}$ times $\frac{3}{4}$ can only go a third as often and $\frac{1}{4}$ of $\frac{1}{4} = \frac{1}{4}$, the same result obtained by John. In my analysis I first multiplied by 5 and next by 3, which was nothing but John's inverted $\frac{3}{4}$, hence the rule."

Pardon me for these very simple illustrations; my only design is to make it apparent that there are different ways of explaining the same truths, and to show that one leaves the mind confused and unsatisfied, while the other makes the truth as clear as a sunbeam.

Like father, like son, only a little more so. If the father is given to exaggeration, the son is apt to be guilty of the sin of lying. If the father says he has shed a hogshead of tears over his besetting sin, the son will be apt to say he has shed a thousand over his. Like teacher, like pupil, if the teacher is doubtful, uncertain, and unready, the pupil is likely to be more so. If the teacher takes 30 minutes to explain what ought to be done in five, the pupil will probably take 60, and think himself wonderfully smart if he has hit upon the correct result, whether he understands how he obtained it or not.

How many teachers will give a clearcut explanation of the rule of alligation alternate, and show clearly the reason for linking certain quantities together? How many will explain clearly the cause of the Gulf Stream as it speeds on its circuit, distributing life and warmth as it penetrates the inhospitable regions of earth? The fact is patent, and it is needless to undertake to disguise it. Many of the teachers of the public schools have but meagre attainments, being but little advanced beyond what they learn in these schools, and as soon as they feel competent to answer from 65 to 85 per cent. of the practical questions put up at our annual examination, they apply for certificates, and after obtaining them, ask for schools, either as stepping stones to other occupations, or to acquire means of prosecuting their studies at the high schools, academies, and colleges. Their friends very naturally sympathize with them, and petition the boards to appoint them, using the potent argument that home applicants should have preference over those from other counties. This in great measure drives out teachers of higher qualification, and results in the employment, to say the least, of inexperienced teachers.

It is obvious, then, that the State needs some systematic plan by which its teachers may be able to push on to higher attainment and keep our school work progressive—something to stimulate and keep the teacher wide awake and up-to-date.

Energy, force, motion lead to life and happiness;

inertia, idleness, and sloth bring stagnation, poverty, and death. Then keep the teacher in motion, far away from the stagnant pool of indolence and ignorance. It requires energy, vim, pluck, and push to keep pace with the leaping electric speed of the age.

We cannot afford to sit still, however comfortable our position may be. Our dwellings, schoolhouses, churches are indeed better than those in which our fathers lived, studied, and worshiped, but to stop here and say this is enough—let us take our ease, eat, drink, and be merry—would bring stagnation and death. Onward, forward, upward is the ringing chorus of eternity. Progress, like space, knows no bounds; where the utmost stretch of mortal ken would place a limit or an end, there, indeed, its course has just begun.

But it may be said it is not wise in these hard times to incur unnecessary expense; there are summer schools, Chautauquas, normals all over the land better than Virginia would be able to provide for years to come. And besides, you might make all necessary and proper provision, and it is extremely doubtful whether the teachers would be either willing or able to go, or whether they would use proper diligence in study, if they went. "You may carry a horse to water, but you can't make him drink."

As to the hard times, the Bible says, "The poor ye have always with you," and it is certain we do not need the light of Revelation to see that the times are hard, and even if the prophetic eye of any one could enlighten us as to when they are going to be better, it would not be the part of wisdom, even then, to wait. Waiting is stagnation. Stagnation is death. You would not be ready when the good times came. Croakers and procrastinators, like the poor, are always with us. The world is but a frog pond; it is always croak, croak, croak.

But what does it signify if there are Chautauquas all over the land? What does it matter if New York has a thousand, if Virginia has none? Is there no such thing as individuality? If the Queen of England has a palace is that a reason why our President should be houseless and homeless? If my neighbor's crib is full to the comb, must I be satisfied to have mine as empty as Falstaff's purse? If there were no water could a horse drink whether you carried him to the place where water ought to be or not?

No, my friends, we need water, a crystal fount of living water, from which the weary, thirsty teacher may drink when he has finished the arduous labors of the session, schools to which he may repair during the long vacation to add to his knowledge, tact, skill, and experience. The Saratogas, Glenn's Falls and Martha's Vineyards are too distant. We must bring the fountain nearer and provide means by which the teachers may reach it.

At the close of the session just ended a teacher wrote me, "Mr. Barksdale, I do wish so much to improve myself and become a better teacher. There is a high school which has three months to run before its close. It will take the last cent I have made by teaching to attend and stay to the close. Must I go, and will you excuse me from the examination?" It makes my heart bleed to think that these poor, heroic girls who brave the mud,

the wind, and the storms of winter to instruct the dear children of the State must do it at the sacrifice of their last dime.

What can I say to them? If our deluded State lies under the impression that she is too poor to take steps to make herself richer, her teachers wiser and her children better, wiser, and richer, what can I say to these poor girls except to be patient. Be patient, but don't wait; waiting is stagnation, stagnation is death. Do what you believe to be your duty. In due time God will do the rest. Whether by means of friends, like our great and generous benefactor, the lamented George Peabody, or by means of the State itself, we leave to Him. He knows best.

I cannot believe the good old State, as poor as she is, will have the heart to stand by year after year and see its lovely daughters sacrifice their time, their health, and their hard-earned means without coming to their relief. She cannot see them spend at the Normals year after year all they have earned in the bitter experiences of the schoolroom, laboring to make themselves better teachers, when she has but to say the word, and, without one dollar of additional tax, by devoting a very small percentage of all available school funds to that purpose, she may place one-third of the teachers of the public schools in the Normals every year without the cost of a dollar to themselves!

Five per cent. of all available funds in my county yield \$1,700. This divided between one-third of the teachers (55) gives to each \$30—enough to board them at the Normal six weeks and pay transportation.

In the whole State there are 8,213 teachers, funds available, \$2,062,327—an average of \$24 to each teacher. Giving this to the teachers, and regarding it as a part of their pay, the state fund, county fund and half the district fund can be used under existing law, and all we need is authority to use five per cent. of half the district fund, which indeed might be dispensed with, if necessary.

I earnestly believe all we can do here towards increasing the attendance upon the normals must end in sheer resolve, unless we devise some plan by which we can place them there.

While I submit this plan to the consideration of this body, I am not at all averse to other schemes by which the teachers may be helped, and indeed, should this fail, I have others which I have already been reflecting upon, but the limit of this paper will not permit their introduction here, and I pass on to the consideration of the other division of my subject, "How Can the Normal be Improved?"

The first suggestion I would make is concentration—fewer normals in the State, and therefore fewer professors, and better pay for each. The effect of this would be to bring us the best teaching talent. Let these professors, as far as practicable, be chosen from the faculty of Virginia. There is but little difference between sending teachers to New York, and bringing New York to the teachers, except in the matter of expense. Virginia's individuality would be lost in either case. If we have not the talent here, of course go elsewhere to get it—but Virginia first, elsewhere next. We have too long de-

pended upon getting others to do the work we can do, and ought to do, for ourselves. If we do not encourage Virginia colleges, Virginia normals and Virginia journals, of course nobody else will, and these enterprises must dwarf, dwindle, and perish. It is poor policy, however much I may love my neighbor, to employ him to chew my own food, or grind my own grist, if I can do it myself; but if I have lost my teeth, and burned my mill, why then, circumstances being altered, the case must be, too. Another suggestion is, that no teacher should be allowed to take too many studies; passing immediately from one lecture to another should be avoided. Ample time should be given the student to sit down, think and write out a syllabus of the lecture just heard. Too much crowding and cramming prevent wholesome digestion. The nights are too short in summer, and the mercury too high, to attend lectures all day, and write them up half the night. Intervals for rest, study, and contact with other teachers are absolutely necessary. While the teacher may gain much in the lecture-room he could not get at home, yet if this were all, I should very much doubt the wisdom of calling him to the normal instead of urging the old rule of annual examination as a means of stimulating him to study and improvement.

In my judgment we can place no limit to the value of personal contact and the friction of mind with mind.

Rub pieces of dry wood, rosin, or sealing wax together, and you arouse a dormant energy, a sleeping giant—a force which has made the nineteenth century famous beyond all the ages of the past.

If such Godlike potency is exhibited in the friction of dead, lifeless, material, what may we not expect from the mingling of beings possessed of mind, reason, soul? There is a contagion, a propagation of ideas, transmitted in no way so well as by social contact. You may pore over the musty volumes which contain the wisdom and lore of ages, but they fail to affect you like living words of living men!

You may read over and over again the ringing words of famous orators of the past, but they can never fire the heart and arouse the passions as when their burning words leaped from their impassioned lips!

You may place the exact image of Cicero upon the floor of our Congress and by means of the wonderful phonograph reproduce his stunning invectives, but they would utterly fail to drive any Cataline from our Senate. Death cannot be galvanized into genuine life. Go walk among the tombs and you will soon be impressed with sad difference between the city of the dead and the city of the living.

Teachers might become depositories of the richest gems of thought, the finest theories and profoundest wisdom of sages, but unless they came in contact with each other and the world, they would soon become as rusty as the unused volumes of musty libraries.

The state has undertaken to educate its children. Divine, noble enterprise! It is wisdom then, on the part of the state to see that those who instruct these children are constantly becoming more and more competent to do its work. To keep progressive, they must mingle together. The day of the recluse, the hermit, and the monk

has passed away. The blind eye must be opened by actual touch. Never, never is the individual or the state more Christlike than when opening the blind eye—to let in the light of knowledge, free to all who are groping in the darkness and misery of blind ignorance. We sometimes hear men say, “Free education is all wrong, but the evil is upon us, let us make the best of it.” Oh, my God! is it wrong to imitate the Divine Master in going about doing good? Is it wrong to restore sight to the sightless eyeball? Is it wrong to give bread to the hungry, ears to the deaf, speech to the dumb, feet to the lame, sight to the blind? Are the asylums for the afflicted, the deaf, the dumb, and the blind, a crime against nature and nature’s God?

Mr. Chairman, a boy in this nineteenth century unable to read and write, is as blind as Bartimæus, and as much needs the healing hand of the state as the poor blind beggar did the healing words of the Master. Shall the state pass by and leave him in his blindness because here and there a man believes the state has no right to use him and his substance for the safety and good of the whole, for the common safety, and the common good? Must a few rule the whole, or the whole, the few? What is the state but the aggregated man? What is man but a part of the state? Shall the hand say to the mouth, you shall not eat? Shall the mouth say to the eye, you shall not see? Does not the brain need the service of every sense; the state, the service of every man? Ought not the ear, the nose, the tongue, the eye, and the hand, each to perform its duty, or the brain? Ought not the bond and the free, the high and the low, the rich and the poor, each, in proportion to his ability, to come at the state’s bidding to aid in opening the blind eye?

Mr. Chairman, if the eye of the blind is to be opened, it must be done by giving more light to the teacher. Let us no longer hesitate to use the means in our reach to provide the needed light. Let us remove him from the seclusion of home, for a while each vacation, place him under new environments—widen the field of vision, the scope of thought. The world is everywhere emphasizing the sentiment of Cowper, that

“Even a dunce sent out to roam
Far excels a dunce at home.”

Dr. E. D. Shimer, of New York, was introduced to the Conference by the President, and was invited to a seat with the body.

The subject of Superintendent Barksdale’s paper was discussed by Superintendents W. D. Smith, of Scott; George B. Jennings, of Greene; and George H. Hulvey, of Rockingham county.

[The Secretary regrets that Superintendent Smith omitted to furnish his remarks for publication.]

Superintendent Jennings said:

I would disclaim any intention to criticise the hitherto successful conduct of summer normals held in this state. I have neither the data nor disposition to do so, and I full well know that they have been most potent factors in displacing and removing much of the effete rubbish of the long ago pedagogy.

As a county superintendent, however, ever anxious and jealous of the interests of those whom I represent, I

respectfully submit that the widest sphere of usefulness of the summer normal is in the ranks of county teachers. For the reason that city schools, being much better equipped, both as to teaching talent and modern school-room appointments, as a rule, send out teachers better “up to date,” who, therefore, have less incentive, less desire, less ambition than their country cousins to continue the prosecution of their studies along the line of theory and practice. *Per contra*, the teachers of the rural districts, realizing their shortcomings, are more thirsty for the normal pabulum, more eager and anxious to avail themselves of every and any opportunity to acquire that practical knowledge denied them in the common school curriculum. They see the necessity of making extra effort to “even up” with their more fortunate city cousins.

If these premises be correct, it would appear that in the make-up of a corps of summer normal teachers especial reference should be given in their selection to *native* talent—the talent of those who are bone of our bone and flesh of our flesh, who have been reared up in our midst, who are indeed “to the manner born,” thereby ensuring a practical homogeneity as to teacher and those taught, of character, style, dialect, intonation and modulation of voice, mannerism, and descriptive phraseology. Indeed, when practicable, it would be well to make some selections from the ranks of those who have been advanced from country teachers, those who have borne the heat and burden of the day, amid the trials, perplexities, disadvantages and discomfitures incident upon the country teacher’s life. They are thereby the better prepared to sympathize with those under their care, and to accommodate their course of instruction to the necessities of a country school, and to the comprehension of a country teacher; to the end that apparently pedantic disquisition may not confuse, confound, and dismay the unsophisticated country schoolma’am or schoolmaster; and to the further end, that high shooting may not overreach the mark aimed at, and fall unheeded in the boundless beyond.

Much that has been said of the summer normal teacher applies with equal force to the summer normal conductor. Apart from his educational qualifications, he should indeed be a level-headed man—a man of affairs, an all-around man, not puffed up with a little brief authority, but ever ready to inspire the timid backwoodsman with confidence by kindly assistance and friendly words—a man to attract by his courteous bearing, urbane attention and gentleness of spirit, rather than repel by his haughty arrogance—in fine, a man with his head and heart in the work, continually sending out fraternal greetings to all, however humble, who are co-laborers with him in this, the state’s supreme effort to stem the current of vice and ignorance, and to assist the worthy and persevering to the pedestal of virtue and intelligence.

Mr. President, it does appear as if a continual eye in this direction might do something to make our already popular summer normals retain their attractiveness, might assist in drawing from the byways and hedges of our old commonwealth, might help to develop some of our now latent talent, and inspire us with the happy consciousness that the sons and daughters of Virginia

were not only being developed, but being developed by Virginians, with Virginian souls and Virginian sentiments.

Superintendent Hulvey discussed the subject as follows:

SUMMER NORMAL SCHOOLS—HOW TO IMPROVE THEM.

As it is desirable to have a number of articles on this subject, it seems equally expedient that the articles be short. With this point in view, I shall notice only the former part of the subject, leaving the remaining parts to be noticed by my coadjutors. I shall proceed, therefore, to speak first of the objects of summer normals. Since the shortness of the term and the hot weather of mid-summer render it impossible for us to teach successful courses in language and science, we must content ourselves with short courses in theory and practice, and in creating enthusiasm and wholesome competition. For these purposes the summer normals have done much good, and to them we look for still greater results. While this is the case, we should not depend upon them as a means of educating in these branches. Should we in any case remove the above obstacles referred to, the cost of such education is too great for the benefits likely to accrue. Then let us maintain one summer normal in some central part of the State for white teachers, and one similarly located for colored teachers. We can subserve the purposes indicated by maintaining these two normals in this way, without any coercive measures, and keep them filled with our best teaching talent. An average of three or four teachers from every county would form a large and interesting number for each central normal, and bring to their respective counties the best features of these normals every year.

Now, some of us will have left at home from one to two hundred more teachers. What must we do with them? Endeavor to gather them into our home normals and instruct them there, where it can be done in our longer spring terms and at a much less cost. I do not submit these thoughts as vague theories, nor, indeed, as an experiment, but as a method gathered from years of experience and put to the crucial test in several of our counties. I submit the plan to the consideration of our superintendents, in the hope that it may lead to something better. Every superintendent, unless in *very small* counties, can find all the material necessary for the organization and efficient working of one of these home normals.

In the hope that these few words will furnish a sufficient outline or suggestion of the plan proposed, I now submit it to your candid consideration, without any ambition or anxiety as to its final destiny.

Mr. B. F. Johnson invited the members of the Conference to visit the B. F. Johnson Publishing Company's establishment in Richmond.

On motion of Superintendent M. D. Hall, of Fairfax county, the thanks of the Conference were returned to Mr. Johnson for his invitation.

The President explained his policy in regard to summer normal schools, referred briefly to the results accomplished with the aid received from the Peabody Fund,

and urged superintendents to impress upon their teachers the importance of regular attendance upon these schools.

The discussion of the subject was closed by Superintendent W. H. Hening, of Powhatan county, in a brief address, giving his observations as to the practical value of summer normals.

The President announced

IMPROVEMENT OF RURAL SCHOOLS.

as the next topic to be considered, and introduced Superintendent J. B. McInturff, of Shenandoah county.

Mr. McInturff read the following paper:

I doubt whether there could have been selected for discussion upon this occasion a subject more appropriate and important than the "Improvement of Rural Schools." The designation embraces a large majority of the public free schools of Virginia, and virtually all of those in my section of the State—the Shenandoah Valley. Hence the subject possesses special interest for me and my brother superintendents of the counties which adjoin mine. Let us hope, therefore, that the discussion will elicit some thoughts and suggestions of practical value to us of the rural districts, which we may carry home with us, and put into operation in our respective fields of labor.

The subject implies that our rural schools are not what they should be; that they could be improved. The implication is admitted at the start; for, whatever advancement may have been made since the inauguration of the system, it is certain that the highest possible efficiency has not been attained, and hence that there is room for improvement.

An exhaustive treatment of this question would embrace the entire subject of school economy; by which are meant "all those arrangements that tend to make the school a fit place in which to impart instruction, and all those conditions that render teaching effective." When, therefore, it is remembered that a proper consideration of those "arrangements" and "conditions" involves the discussion of the preparation for the school, the organization of the school, the employments of the school, the government of the school, and the authorities of the school, with the numerous subdivisions appropriate to each, it will readily be seen that the time allotted to the reading of this paper is insufficient for anything more than a mere glance at the subject. I shall, therefore, confine myself principally to a few thoughts and suggestions gleaned from the field of observation and personal experience, taking the liberty of quoting from others what may seem more appropriate than anything original.

If I were obliged to confine myself to one only of the several agents who devise, direct, and control the machinery of the schools, that one should be the teacher; for, as is the teacher, so is the school. Some one has gone a step further, and said that the teacher is the school. Certain it is, that whatever topic is under consideration, the teacher must ever be present in our minds. When we speak of the preparation for the school, the teacher is the principal agent whose duty it is to make that preparation; and when treating of the organization, employments, and government of the school, the teacher is constantly before us, "if not in all places the principal figure in the

picture, yet always an indispensable accessory to its proper effect." If, therefore, we can ascertain the character of the true teacher, and compare it with that of those who now have charge of our schools, we shall have no great difficulty in deciding whether there is room for improvement here.

The teacher should be a model man, and his "motives should be the purest that can actuate human conduct." "If there is one office more than others divinely appointed, and to which men are divinely called, it is that of teacher. Men with sensual natures and mercenary aims ought not to be found anywhere, but everywhere rather than in the schoolroom, where character is in a formative state, and where every chord that is struck in a tender mind vibrates at the throne of God." "The grand object that every true teacher has in view is to so instruct and so train his pupils that they may become a blessing to the world, and be themselves worthy of the blessings of Heaven; and to accomplish this good for humanity is the great moving motive that determines his choice of a profession, and induces him to labor on in the work which he has begun."

If those who now have charge of our schools could be induced to state the objects they have in view, or the motives by which they are actuated in teaching, I fear that many of them would fall below this high standard; though it is none too high. I do not think I am mistaken when I say, that there are attempting to teach in our schools, persons who have never made teaching a study, and who have no love for it, but who teach simply to fill up time until they can find some more congenial employment, or until they can accumulate money enough to enable them to engage in a different kind of business. There may be found attempting to teach in our schools persons who have failed in other avocations, and have, therefore, become teachers from necessity. There are those attempting to teach in our schools who merely go through a routine of reciting, scolding and whipping, very irksome to them; who study to perform no duty but such as they must; who are usually behind time at the opening of school, and hurry away as rapidly as possible after its close; who dislike both pupils and school, are never pleased except on pay-day, and take no interest in anything connected with the schools, except an increase of salary and more numerous holidays. "Such classes of persons as these still disgrace the profession of teaching, and good teachers are growing impatient with the slowness of the process by which they are being got rid of. Speed the day when better men, with better motives, take their places!"

So much as to the teacher's motives. In addition to proper motives, the teacher should possess certain qualifications, or he cannot teach with success. He should be qualified physically. The position of teacher is sometimes sought by persons with weak and sickly constitutions. This is a mistake. A teacher should have good health. The mental labor required in a school cannot be performed by one whose physical system is not strong and vigorous, and that cheerful spirit, so important in the schoolroom, is seldom possessed by one whose health is poor.

The teacher's intellectual qualifications are of the highest importance. He should not only possess a comprehensive and accurate knowledge of the branches he undertakes to teach, with their general relations, but he should have some acquaintance with other kindred branches. This is necessary in order to make his teaching effective. No person can teach arithmetic well without some knowledge of algebra, nor geography without history, nor grammar without rhetoric. No one is qualified to manage a school who is unacquainted with physiology, or who knows nothing of the principles of the philosophy of the mind. The teacher cannot know too much. A teacher should inform himself of current events. Monks are no longer the teachers of the world. We live in stirring times, and a teacher must not be a mere book-worm, or a melancholy recluse. He must see what passes in the world, and take an interest in it, even if he quietly look on while others play the principal parts in the great social drama. If he does not, he cannot adapt his teaching to the exigencies of the times, nor add interest to his instruction by reference to passing events. Teachers, too, ought not to forget that we live in America—not in Greece or Rome—live in the midst of a struggle, compared with which the internal feuds of those countries were insignificant.

"A teacher needs thorough mental discipline. *What* teachers know is important; but *how* they know it, is much more so. They may have obtained this in a loose, illogical manner, and it may be stored away in their minds in confused heaps of scattered fragments. If so, they can never make successful teachers. Only a well-disciplined mind can discipline another mind; and mental discipline is the highest end of education."

A teacher ought to be able to use his knowledge for the purpose of instruction, and in order to do this he must have a clear idea of what it is intended to impart. Many think they understand a subject when they really know scarcely anything about it; and when such persons undertake to teach, it is the blind leading the blind. Another essential is the ability to communicate what is known; for it is possible to possess knowledge, and be unable to express it. "If a teacher is accustomed to make use of ill-chosen words, badly-constructed sentences, or to indulge in pointless remarks, his pupils will never increase their love of learning under his management. A teacher ought to be a good talker."

"A teacher must possess ability to manage and govern his school. This requires integrity, skill in adapting means to ends, a knowledge of human nature, good common sense. More teachers fail in managing and governing their schools than in teaching; which shows that the former kind of ability should rank higher than the latter."

If the teacher's intellectual qualifications are important, his moral qualifications are perhaps more so. For my own part, if I were compelled to choose between intellectual and moral training for my child, I would unhesitatingly say, "Give me the latter;" for I would rather see my child knowing, and loving, and practicing the right, though he should be perfectly illiterate, than pos-

sessing all the intellectual training the world is capable of imparting, if that must be at the expense of the development and cultivation of his better nature. How utterly impossible, therefore, is it to overestimate the value of this important qualification of the teacher! A very distinguished writer upon this subject has told us that the teacher must be, morally, a wise legislator, a righteous judge, a prompt executive, an efficient workman, a liberal partisan, a pleasant companion, a warm friend and a good man; and who of us could wish less in the man who has the training of our children committed to him?

The teacher's professional qualifications, though equal in importance to any of the others, seem to be utterly ignored by some. Upon this I shall quote some thoughts from J. P. Wickersham, because they are better than anything I can produce. Discussing the teacher's qualifications, he says: "A teacher is born, not made. The principles of teaching are as readily reduced to a system, and as susceptible of study, as those of law or medicine; but still the elements of character which make a man a successful teacher must be inborn. A professional education can only improve, it cannot create, talent. It follows that the first professional qualification which it is necessary for a teacher to possess is those natural qualities of head and heart which constitute aptness to teach. With these qualities, all other professional qualifications are readily attainable; without them, success in teaching is impossible.

"In addition to this natural aptness to teach, and based upon it, there are other professional qualifications needed by the teacher, among which are the following:

"A correct idea of the teacher's work.

"A profound knowledge of the human constitution, corporeal and mental.

"An intimate acquaintance with educational means.

"A full understanding of methods of teaching.

"A great tact in the management and government of schools.

"A thorough discipline of the powers used in school work.

"A teacher must have a correct idea of his work. This work consists in educating human beings, in bringing body and mind to that state of perfection of which they are capable; than this, no other task which it is our duty to perform can be more important or more difficult. Man was the last made of created things, the masterpiece, the crowning glory of the whole, the complement of all the rest. That in man which distinguishes him from the brutes that perish, is his mind; and it is mostly with this that the teacher is concerned. If—

'On earth there is nothing great but man,
In man there is nothing great but mind,'

how transcendently great is the teacher's work! The education of a human soul! The training of an immortal being! An angel might well tremble in undertaking such a task. How, then, can we weak mortals perform it without at least making an effort to learn its nature, its importance, and its magnitude? As well might a

rough stone mason, with no sense of beauty in his soul, expect to chisel from marble a statue like that of Venus or the Greek Slave, as for an illiterate schoolmaster with no high ideal of human worth, human perfection, or human destiny, to hope to develop the noble powers with which God has endowed mankind.

"A teacher must have a profound knowledge of the human constitution, corporeal and mental. A physician finds it necessary, in order to attain professional skill, to study carefully the human body; and, for the same reason, a teacher must study that upon which he is to operate—the human mental and corporeal constitution. Pope said, 'The proper study of mankind is man,' and the teacher has much more reason to engage in this study than others, because without a foundation of principles gained in this way, all teaching would be mere guess-work. In preparing to teach, therefore, a teacher should make himself familiar with the facts and principles of physiological, anthropological and psychological science.

"A teacher must have an intimate acquaintance with educational means. Man and nature are correlatives. The earth yields food fit for the nourishment of the body no more freely or abundantly than it furnishes means for the culture of the mind. But the teacher must know how to search out these means, to embody them into systems, and to adapt them to the purposes of education. If the memory, reason, imagination, conscience, and other mental powers need culture, the teacher must be able to select appropriate means of imparting it. It is sometimes thought that a knowledge of a branch of study is all that is necessary to enable one to teach it; but to show this view to be erroneous, it may be stated that a teacher should know whether a particular branch of learning is the proper one to teach under the circumstances, and in what order its several parts should be taught, as well as the methods of teaching it. In order to select proper studies for a school, a teacher must be acquainted with all the means used in education; and a thorough knowledge of the relations of its several parts is necessary to enable a teacher to discuss a subject in its logical order.

"A teacher must have a full understanding of methods of teaching. With a knowledge of the nature of man's educational wants on the one hand, and of the means of satisfying these wants on the other, the teacher must still study the methods of making the application. The physician finds it necessary to study methods of administering his medicine; the farmer, the methods of fertilizing his land; the mechanic, the methods of making coats, shoes and carriages; and so, the teacher, in like manner, must prepare himself for his work. The science of method is not mastered by easy efforts. The great Bacon left incomplete his philosophy of the method of acquiring knowledge, and the philosophy of the method of imparting it is not less difficult. Even when the principles upon which methods of teaching are based are understood, much practice is often necessary in attaining skill in the use of them. Teaching is not a lifeless routine. The teacher, unlike an engineer or a pilot, cannot do his work according to mechanical principles. He

must so teach as to induce thought, evoke power, develop strength, and inspire activity on the part of his pupils. Education is a growth, not an aggregation nor a concretion.

"A teacher must have great tact in the management and government of schools. Schools are not well managed or well governed according to arbitrary or variable principles. Human nature is the same everywhere, although it disguises itself in so many forms. The kinds of discipline which preserve good order in one school will preserve it in another; the methods of application only should be different. It follows that there is a theory of school management and school government which can be learned; and a teacher can no more dispense with a knowledge of it than a captain who manages a ship can dispense with a knowledge of navigation, or an engineer who builds a railroad, with a knowledge of engineering, or a general who commands an army, with a knowledge of military tactics. But theoretical knowledge alone is not sufficient to enable an individual to teach successfully; he must possess the tact to apply it. There are men who naturally assume the direction of affairs, who are abundant in resources, fertile in expedients, who seem to peer into futurity, and foresee contingencies which they skilfully provide for. This is what I mean by *tact*, and no man needs it more than the teacher.

"A teacher must secure a thorough discipline of all the powers used in his school work. Teaching is not a dumb show; it is an active life. The teacher is a workman, and must make all his talent and skill available. He should have the forces he is to employ under the best control. He should have a quick-moving body, an active intellect, strong, but well-controlled feelings, a determined will, and gifted powers of expression. His stores of intellectual wealth should be abundant, and ever ready for use. His skill should become a habit. His eyes should see everything, his ears hear everything that transpires in the schoolroom; and his keen discernment of human character should enable him to guard against improper conduct, which is only contemplated, as well as to detect the authors of mischief already committed. Thorough discipline of the powers used in school work is needed to accomplish all this."

Presided over by such teachers, our rural schools would take on new life, and would in a short time become the pride and boast of the people generally. The one great and crying need, therefore, which would improve our schools more than all other agencies combined, is better teachers. But these we need never expect to have until the state provides better facilities for preparing men and women for successful teaching, and furnishes more money for salaries and other educational purposes. Good teachers, like good workmen of any kind, can always command good wages; and our inability to pay them adequately drives them to other fields of labor. The result is that we are compelled to employ low-priced, untrained and inexperienced teachers for our country schools, simply because our funds are limited. I do not see, therefore, how it is possible to make any great improvement in our rural schools, until we put more money into them,

and provide some means more adequate than now exists for the preparation of teachers.

In conclusion, I wish to say that I have devoted almost this entire paper to the teacher because he is the principal factor in the composition of the school, and so completely overshadows in importance all the others that they may very properly be regarded as secondary. Yet I would not make the impression that school officers have no duties to perform, or that they, too, do not need to be well qualified for their work. Indeed, my impression is, that to be a good county superintendent of schools requires the same qualities and qualifications as to be a good teacher, and trustees would be all the better if they possessed the same characteristics.

On motion, ex-Superintendent W. E. Coons, of Culpeper county, was invited to participate in the proceedings of the meeting.

The discussion of this subject was opened by Superintendent George R. Huffard, of Wythe county, who said:

The time allotted me is not sufficient for a lengthy introduction. You will, therefore, pardon me for plunging at once "in medias res." I have listened with pleasure and profit to the discussion of this question. It is of especial interest to every county superintendent present, for it affects so large a percentage of all the schools under his supervision. I most heartily endorse the views of the gentleman who preceded me, and desire simply to emphasize what to my mind is the most important of the means referred to for the improvement of our rural schools. "As is the teacher, so is the school." This already furnishes you with the keynote of what I have to say. I feel sure that the county superintendents present will heartily endorse the proposition that, unless we can man our country schools with a better qualified corps of teachers, then, whatever fabric we may have woven for the betterment of these schools, and the placing of them upon a higher plane of usefulness, must necessarily be rent in twain from top to bottom, and result in utter failure. The question to be solved by this body is, how may this be best accomplished, assuming for the present, at least, that there is a very meager probability of having our state, school and county fund increased I would answer: 1st. By the superintendent's requiring all persons to pass a rigid examination, thereby insuring literary qualifications at least. 2d. Let the superintendent in his annual visitation of schools note the aptitude of the teacher to impart instruction and the ability to control the school. Look into the methods employed. See that they are the best. If not, suggest the best, and see to it that the teacher follows these suggestions. *Fellow Superintendents*, I regard one hour spent in the schoolroom with the teacher a better criterion of his or her qualifications for the responsible position of teacher than a well answered list of set questions as long as the "Moral Law." Another plan I would have you well consider is the establishment of "County Training or Review Schools." I mean training in academic work and in "methods" of teaching. I presume that the superintendents present are willing to bear witness to the fact that a large percentage of the teachers who have charge

of these schools are deficient, not only in methods of instruction, but are almost totally ignorant, from a professional point of view, of the subject matter embraced in the public school curriculum. This state of things, in my humble opinion, can be remedied only by the plan suggested above; viz., by the establishment of County Normals.

This is not theory on my part, but I have had results verified by actual work. Do not understand me to set up opposition to our "School of Methods," and Normal Schools, as operated under the auspices of the State Board of Education. These are good and indispensable aids for the higher training of professional teachers—I mean well qualified teachers—teachers not only fitted for the work in a literary point of view, but also to some considerable degree conversant with the most approved modern methods. There is no one in this audience that more fully appreciates than myself, the good flowing out from these centres of intelligent culture. I refer to these schools of methods, normal schools, bringing renewed life and power to the better class of our teachers, and no one realizes more sensibly the utter failure that these schools are making in rearing a superstructure of means and methods upon second and third rate teachers who attend them—who have not had laid the foundation stones of even an academic education. Hundreds and thousands of dollars are annually drawn from the Peabody Fund and from the pockets of deluded and poorly paid teachers, attempting a fine spun theory which has no foundation save in the minds of visionary parasites who have never had the daily routine of practical school work. They are not able to come down low enough from their lofty heights to give a sympathizing, helping hand to the plodding, practical pedagogue. They, not knowing the needs of this unfortunate class, cannot suggest remedies. I hope I have made myself understood on this question. I know the danger of antagonizing those literary giants. They in turn might attack us with their Gatling guns of oratory and might utterly demolish and destroy our earthworks of honest convictions.

Second only to the qualifications of the teacher is the necessity of having a comfortable, well-arranged, well-ventilated, well-seated, and well-equipped schoolhouse. I think this matter has been sadly neglected in the past. Hundreds of cheap, uncomfortable school houses have been erected all over the state, thereby crippling the efficiency of the teacher, and bringing the school and school system into disrepute, on account of a false idea of economy on the part of trustees and superintendents. If we would build up our rural schools, we must not only have teachers of a high order of intellectual training, but must have a comfortable, attractive school buildings, furnished with blackboards, charts, outline maps, globes, &c. It is necessary, too, that the children should have ample playground, which is an indispensable aid in the discipline of the school. Have these houses centrally located. Do not go two or three miles to one side of the neighborhood in order to please one or two wealthy, or influential citizens. Hew to the line, let the chips fall as they may.

We have used still another plan in our county with a marked degree of success; viz., By giving to our best qualified teachers two schools during the year. With a little tact on the part of the superintendent, the patrons of almost any neighborhood can be induced to wait till the school closes in a neighboring district in order to secure for the spring session the services of a superior teacher; and again in many districts patrons may be induced to supplement the teacher's salary ten or fifteen dollars per month, in order to have a live, competent teacher in charge of the work.

I have now given very briefly, yet as fully as the space of time allotted me would admit of, my honest conviction of the needs and helps for the upbuilding of our rural schools, and would indulge the hope that by the combined wisdom of the superintendents here present, some plans may be set on foot whereby our country schools may be placed upon a higher plane of usefulness, thereby insuring increased interest on the part of both pupil and patron.

Continuing the discussion, Superintendent George R. Blick, of Brunswick county, said:

Having been directly connected more or less with the public school system since its organization in 1871 to the present, and having had the pleasure of occupying the position of teacher for a number of years, then of school trustee for a short period, and lastly, my present position during eleven years, I think I can note the different stages through which our schools have passed during the period of nearly twenty-six years. Yet the subject is one of such vast importance and magnitude, that I must confess it requires one more skilled in the financial status of our state than myself to suggest a remedy whereby there may be a general improvement in the schools of the rural districts of this commonwealth. We may feel justly proud of the present condition of our schools. When, after the close of the great civil strife, scarcely anything was left to the weary soldier or private citizen except a parcel of worn land and broken down teams, the old state arose in her honor, strength, and patriotism, and inaugurated a system of public schools. Commencing with rude log cabins, often with dirt floors and stick chimneys, now we can behold in the place of these miserable hovels nice framed buildings, well ventilated and heated, supplied with improved patent desks, charts, and bells. The eye of the visitor can behold them with pride upon the hill tops and valleys throughout the length and breadth of our fair and beloved state. Prejudice, in a great measure, has been dispelled like the morning dew before an August sun, and, to the young man or woman of every class the doors of knowledge have been thrown open, extending to all a cordial reception. To one who is so trained, and is possessed of brains, integrity and industry, advancement is rapid, easy and sure. The demand for this class has always been great, the supply always short. Our ambition should not cease here with the above named conveniences and comforts, but let us hope (although dark clouds of adversity hover around us) that the back of the hard times is broken, and that we shall

soon return to former good times and prosperity, when we shall rise higher in the scale of education, and old Virginia will be classed among the foremost of our sister states in the advancement of education, morality, honesty, and truthfulness among her people. It is with considerable pride that I can say of the officials of Brunswick, and I hope of every county, that they are using every exertion, with the meagre amount of money at their disposal, to provide suitable and comfortable rooms and the necessary appliances for the general improvement and advancement of her pupils. For we must be fully aware of the fact, that these sons and daughters of Virginia will soon become her shining lights upon whom the burden and responsibility of the state will fall. Let us, therefore, make every effort toward a faithful discharge of duty to the old commonwealth, fully realizing the fact that education is the hope of our country; that ignorance and poverty are twin brothers, almost a crime, and always a barrier to prosperity.

Now, there are many things which would prove beneficial to our schools. I would mention a longer term, whereby the faithful teacher could see the fruit of his work, and the mind of the pupil be much more strengthened and enlarged, and better fitted to encounter the realities of life. For it is a fact much to be deplored, that during the short term of five months what has been gained by the studious efforts of the pupils will be lost, in a measure, by the long interval between the school terms. Again, I would suggest prompter payment of teachers' salaries (if possible), for the laborer is worthy of his hire. But how this is to be remedied, I will not venture to say. We would be pleased to have teachers truly interested in educational work, and keeping abreast with educational literature; to have them constant readers of the *Educational Journal of Virginia*, thereby fitting themselves for greater usefulness.

While many of our schools have been supplied with charts, wall maps, &c., yet there are other things which would prove not only to be attractions for the eye, but beneficial in the suggestion of ideas. Hope always looks fondly to the rising generation; they are to become the great actors upon the stage of this life. When we, who are looking for the improvement, shall be summoned from the scene here to the realm above, whether or not they act well their part, depends greatly upon a judicious education. The spirit of improvement should grow with their growth and strengthen with their strength, influenced by continued improvement in our rural schools. It is a fact which cannot be denied, but abundantly vouched for, that many of our most distinguished men of learning commenced their careers under almost every possible disadvantage. They had to contend with great difficulties, but deprivation could not deter them. The youth of our day and favored land are happily exempted from such drawbacks; yet, in our rural schools the chaff should be winnowed, and the right, the pure, and correct alone instilled in the minds of susceptible youth. In conformity with our ideas, we have been anxiously solicitous that the pupils of our rural schools should imbibe lessons of virtue and should not only gain knowledge, but the Divine blessing as well.

A great deal of the improvement of our schools depends upon prompt attendance. Prompt, studious scholars, who desire to obey and improve, will not only improve themselves, but will encourage others to improve, and give an impetus to their school. Now, how can the improvement of our schools, in part, be effected? It can only be by an increase of taxation upon an already burdened and oppressed people, struggling to keep their heads above water, under the great financial pressure resting upon every community. And during this financial crisis, when the agriculturist can realize but little (if anything) from his annual labor, save the mere pittance of a bare living, I would deem it unwise and injudicious to heap a heavier burden upon the already over-burdened taxpayer of our commonwealth.

Superintendents James E. Clements, of Alexandria county, and R. A. Preston, of Washington county, made brief remarks on the subject.

Superintendent L. M. Shumate, chairman of the Committee on School Laws, announced that Superintendent D. L. Pulliam, secretary of the committee, would read resolutions which the committee desired to offer for consideration by the Conference.

Mr. Pulliam read the following resolutions, which were unanimously adopted:

Resolved, That a committee of three, composed of Mr. Wm. F. Fox, Mr. W. A. Blankingship and Mr. M. D. Hall, to constitute a sub-committee of the Committee on Laws, be appointed.

Resolved, That said committee extend an invitation to all of the superintendents of the cities and counties to make any suggestions that they may desire for changes in the school laws and regulations, in writing, and file the same with the said committee, at their earliest convenience.

The following resolution, offered by Superintendent Gavin Rawls, was unanimously adopted:

Resolved, That the papers presented in this Conference, which contain suggestions as to legislative enactment, either of new laws or of repeal of existing laws, shall be referred to the Committee of School Laws for their consideration.

Presidents F. W. Boatwright, of Richmond College, and Nelson, of the Woman's College, of Richmond, were invited to take seats with the Conference. Each of these gentlemen addressed the body briefly, acknowledging the courtesy extended them, etc.

On motion, a recess was taken until 3 o'clock, P. M.

The Conference was called to order at 3 o'clock, P. M.

The President announced that the next topic on the program was

THE ESTABLISHMENT OF COUNTY HIGH SCHOOLS.

Superintendent Lee Britt read the following paper:

It is the unexpected that often happens, and little did I anticipate the invitation to express my views on the subject, "The Establishment of County High Schools,"

when I suggested the advisability of its consideration at this Conference; for views I had not, in a matured or crude form, and have little knowledge, theoretical or experimental, touching the subject. Although the opportunity for careful research and study has not been mine, owing to the demands upon my time in other lines of work, yet I have essayed the task of opening the door for a full development of the question in its different phases. In this intensely practical age, when sentiment is superseded by that spirit which begets the practical results, I think the query as to the need and purpose of the County High School is at once pertinent and important. To me it is not a doubtful conclusion that the youthful masses of the present and future generations must depend, principally, for their instruction, upon the public schools of the country, and, especially at this time, in the rural districts, upon the primary and ungraded single schools, for we know from statistics that a very small per cent. of children between the ages of five and twenty-one years attend any except the public schools, which run for the average time of six months in the year. Then what is the condition that confronts us and appeals to us as a people, as a state, to meet the requirements, to lighten the burden of ignorance resting upon the masses through misfortune, and to substitute intellectual light for the darkness of ignorance—"a consummation devoutly to be wished"? The young, the hope of our country, the mainstay and support of our national government in the future, are now depending upon and receiving their mental instruction and training for life and the high position of true citizenship, in the greatest country on the earth, principally, from the primary, the elementary, the single ungraded public schools of short term.

Understand me not to minimize, to underestimate, to undervalue the great work undertaken and accomplished by the academies, colleges and universities in our land. My contention is, that they cannot and do not reach the masses.

The youth, blessed with the environments of affluence and influence, is taken under their kindly care and tutelage for purposes of intellectual growth and development, while his companions of humble walk, reared amid conditions unfavorable to educational training and advancement, must, in general, allay their craving for knowledge with the intellectual crumbs that fall from the common school table—often from the primary school solely. The practicability or expediency of maintaining a system of popular, free education, already introduced, is no longer a question.

It behooves the state to bend every energy to the utmost in devising and establishing a system of higher instruction and education, and, "with a liberality commensurate with her resources," to support and maintain, within easy reach of the masses, higher institutions of learning.

The public schools are to-day doing good work in keeping with the meagre facilities afforded in the counties, but, outside of the cities and large towns, there is need of facilities for more advanced instruction. There is a demand for it. The cities and towns have taken the initia-

tive, and to-day some of them have high schools that reflect great credit upon their progressive spirit.

There is an increasing demand for higher instruction and broader education which cannot be met by the primary and ungraded single schools, as in the attempt they must necessarily transcend their legitimate and natural bounds, and invite failure as the result.

This demand can be met only by the establishment and maintenance of a *County High School* in each county of the state, located at some conveniently central place. In such way only can educational advantages in advance of those furnished by the curriculum of the average public school in urban and rural districts be afforded to the youth who is without means to place himself 'neath the fostering care of the colleges and universities. The high school insures the opportunity for a higher development of our children intellectually, morally and physically. "As such higher development 'leavens the whole lump;' as it reaches back into all the recesses and channels of society, ameliorating unfortunate conditions everywhere, and promotes culture among all classes, the opportunity, therefore, may, with all reason, be continually held out by the state to all who are able to take advantage of it."

High intellectual culture and high moral culture, of equal birthright, should go hand in hand, elevating and ennobling their possessors, and raising man to a higher and purer plane of existence and action.

While the necessity to labor in the struggle for bread in infancy, practically has deprived many of the essentials of an education, there are many who would avail themselves of the advantages of higher and more advanced instruction afforded by the high school course brought in close proximity to them. Not upon theory is this assertion based, but upon observation and experience where the county high school has been established.

The popular demand for higher instruction and the establishment of high school facilities in the counties, is shown in its incipency in the introduction and maintenance of graded school work in the rural districts, as well as in cities and towns. This, I believe, foreshadows the introduction of the county high school in each county of the state, with its systematized work and its complete course of higher instruction and educational training.

The county high school has been established with great success in some of the states of the Union.

"The growth of public high schools within five years in this country has been remarkable," says the distinguished Commissioner of Education of the United States in his report for 1893-1894, and the growth has been a healthy one since.

Minnesota, Massachusetts and some other states have been liberal in fostering a system of high schools in the counties, and the excellent results have justified their liberality, according to my information.

State Superintendent Schaeffer, of Pennsylvania, in a published report a few years ago, says: "Great as is the value of the high school to the state, even under present conditions, this value is only a part of what is promised when the high school, through the inevitable adjustments of the future, is placed, in all its serious courses, in

harmonious connection with the normal schools, the scientific schools, the colleges and other high institutions above it, and this greater value, it cannot be too earnestly urged, will not be *simply* that nor *chiefly* that which accrues to those who pass through the high school gateway to these higher institutions, but it will be that which is destined to come through *improvements* in *high school work* to the children of the people *who do not go beyond the high school.*"

The State Superintendent of Wisconsin, in his official report of public school work a few years ago, says: "The special reports from one hundred and nineteen high schools published in the last biennial report show that the children of farmers constitute by far the largest class of pupils in the high schools. The next largest class is formed by the children of unclassified day laborers. The fourth largest class are pupils supported by widowed mothers. More than one half of all the parents or guardians who have children in the high schools pay no tax, or are assessed at less than one thousand dollars.

"These schools perform three important offices.

"They form the connecting link between the common school and higher institutions of learning; they are the local academies in which many persons are given their only opportunity for higher learning; and they are the chief instrumentalities for the better training of teachers for the common schools." The experience of Wisconsin is, I conclude, that the county high school fills the long felt want and reaches the masses of the people in providing the opportunity for higher education.

It is regarded as the chief instrumentality for the better training of teachers for the common schools. A large number of our public school teachers receive their education in the public schools because they are not pecuniarily able to attend the normal schools of the state, and in that connection the distinguished predecessor of our present worthy and able State Superintendent uttered these words: "If, therefore, efficient instruction in higher branches can be introduced and maintained in one or more schools in a district without detriment to the schools of lower grade, it is highly important that it should be done."

Another writer has said that "it is not claimed that each teacher should be a college graduate, yet, if to a thorough training in the common school branches, a well digested collegiate course of instruction were superadded, it would be all the better, for in so far as what is termed the 'higher education' broadens the mental horizon, gives higher ideals, elevates character, tone and purpose, in so far does it bring into play the very forces that are most productive of good in the schoolroom." To accomplish this is one mission of the county high school.

They form the connecting link between the common school and the higher institutions of learning, the colleges and universities.

The founders of our public school system, doubtless, thought they had conceived the idea of, and carried into effect, a complete and perfect school system in the establishment of the primary school and the college and university, and that they would thereby place a free higher education within the grasp of every boy and girl in our state.

Experience led our public educators to see that the chasm between the two was wide, and that the break in the educational system was a serious one. The coveted goal of the college and university was, and is now, beyond the reach of the masses, as statistics show that few reach it.

The state should place a free higher education that the common school cannot give, within the easy reach of every one of her children, however obscure or lowly of birth the child may be. I hold that every child has a right to an education at the cost of the state, that the right thereto is a sacred one, that education must be universal, and that Virginia has pledged herself to provide requisite public school facilities in primary and advanced degree.

Every child should be urged to pursue his education as far as possible, so that he may be prepared to exercise, properly and intelligently, the rights and privileges of true citizenship, and the opportunity for such preparation should not be withheld by the state. I will not advert to the curriculum of a county high school, for it is, doubtless, understood what its scope should be.

The obstructor of progress, the enemy of higher education for the masses, may contend that the state cannot afford it, cannot furnish the facilities, as it would be too expensive a luxury for them. To such an one I would reply that Virginia has pledged herself in the Constitution, specifically, to the establishment of "such grades of schools as shall be for the public good." Again the Constitution says that "the General Assembly shall have power to foster all higher grades of schools under its supervision, and to provide for such purpose a permanent educational fund."

Public sentiment creates the demand, and the Constitution guarantees the right and power to the General Assembly to make the free educational system of Virginia complete, its gradations ascending to the attainment of the perfect ideal, dispensing its blessings liberally and alike to all.

Shall Virginia, the old mother of States, view with complacency and equanimity the great educational movement of some of her progeny, who will relegate her to the rear in the march onward unless she arouses herself from inactivity relative to the subject before us; or will she infuse a new lifeblood in her veins, and quickly leap to the vanguard in the advance by establishing the county high school in every county, the missing link in the great educational chain from the primary school to the great university?

This topic was discussed by Superintendents Cary Breckinridge and George W. Grigsby.

[Superintendent Breckinridge did not furnish his remarks for publication].

Superintendent Grigsby said:

The public school system in Virginia has, from its inception, gradually improved in progress, and its efficiency has grown with its growth and strengthened with its strength, until, in recent years, it has become a power for good; and to-day better work is doing in the schoolroom than at any period in its past history.

This is the natural outcome of cultivation and fostering

care. But while this is true, there is still room for further improvement. There are broad fields yet to be possessed and brought under intellectual tillage for higher literary advancement. And, I believe, one important field now in sight constitutes the subject which is being discussed; namely, "The Establishment of County High Schools." I believe this measure is practicable, and that it lies within the domain of public school work in our state, and can be put into successful operation. Why not? The cities have their high schools, why not the counties? A principal law of our being is that of progress and higher civilization, and it impels the human race on to greater enlightenment.

I am well aware that the counties lack many facilities which the cities possess. Principal among these may be mentioned, pecuniary ability and compactness of population. These rural schools, however, need not be started on so high a plane as the urban high schools. Start them on a small scale, but of higher grade than the common school curriculum, and let them grow and develop into larger and higher proportions by nurture and nourishment.

Our public free school system places in reach of all the children—in rural districts as well as in the cities—a fair business education; but there are many bright and worthy boys and girls in the state that deserve and should have access to facilities for higher education. It is for these that I enter this plea.

Many persons who have means, but limited and not sufficient to enable them to send their children from home to be educated, *could*, and, I believe, *would*, willingly pay to these schools reasonable tuition fees, and thus readily avail themselves of the advantages offered.

Very naturally this question presents itself: *how* and *when* shall these schools be established and operated? The first step is to obtain authority by legislative enactment—and this law should throw around the common schools of the system sufficient safeguards to secure them against encroachment upon their rights, for these schools lie very near the hearts of the people; and properly so, because in them is laid the foundation of all future education.

The high school, I think, should be under the direction and management of a special board of trustees, composed of three district school trustees of the county in which the school is located; these trustees to be designated by the trustee electoral board for the county, or some other power provided by law. The county superintendent should assume similar authority over this school to that which he is required by law to exercise over the common schools of the system in his county.

Such a school should not, in my opinion, be established in any county until these officers shall be assured of sufficient patronage to keep it in operation at least a public school term. Then the several district boards of the county (having power under the law to do so) should unite in providing a building which, at the beginning, might be rented—if that is the best they can do—and supplied with such furniture as the public schools of the county use, and employ one teacher at a salary equal to that paid first grade teachers in the county. This salary

should be supplemented by the tuition fees collected from the patrons.

There is reason for believing that, with this humble beginning, these schools would grow in prosperity, and receive the confidence and support of the people to an extent which would enable them to develop into a state of usefulness and enlargement. They would furnish to thousands of children in the State higher education (a benefit which, for want of means, they could not obtain from any other source), and at a cost not exceeding one half of the necessary expense of going from home to procure the same grade of instruction. And similar benefits might be conferred upon many children, free of cost, whose parents are entirely destitute of means for their educational advancement.

I believe it would be well to procure the enactment of a law, at an early date, authorizing the establishment of these schools; but, I think, the time for beginning should be eminently opportune, so that failure should not be invited.

It is my opinion that, after these schools shall have been put into operation, and the people shall become convinced of their utility and benefit to the masses, the tax-payers would be willing to submit to a reasonable tax for their specific use.

This tax, however, should be levied by consent of the tax-payers of the county expressed by their votes.

Being profoundly democratic in principle, I favor reference to the people of all questions of public policy involving their rights and privileges; and when they see a good thing, they are apt to espouse it.

I hope this subject will be accorded the widest practicable range for discussion, for I regard it a matter of deep interest to those who are to succeed the present generation on the stage of action; and living and acting in somewhat a new era, so to speak, each generation should be prepared to stand upon a higher plane than the next preceding one.

The establishment and successful operation of a high school in each county of the state would mark an epoch in the educational history of our grand old commonwealth which, were it possible, would cause the spirit of JEFFERSON to rise up and call it "BLESSED," and FRABODY's spirit would respond with a loud "AMEN!"

The President called attention to a letter he had received from the Hon. W. H. Ruffner, Virginia's first State Superintendent, discussing this subject, which letter he requested the secretary to read.

The secretary read the letter following:

LEXINGTON, VA., April 29, 1897.

HON. JOHN E. MASSEY.

MY DEAR SIR,

I am pleased to observe that you have County High Schools on your program for the Superintendents' Conference. Nothing could be more timely. The confusion which has reigned in the matter of secondary education everywhere has become intolerable. The ablest educators are at work defining and systematizing this section of our educational column.

Let it first be agreed, if possible, that "the higher

branches" belonging to the secondary course should be taught, not in primary schools nor in colleges, but in high schools. Thus only can there be the best work; for thus only can there be a true, definite course of study; and thus only will there be first class teachers devoted to their work; thus only will there be that appreciation of this section of education, that enthusiasm, that *esprit de corps*, which are all necessary for efficient life.

Of students reported to be studying the higher branches in connection with our Southern public school systems, only about one third are pursuing anything like a regular course, and of the small proportion who are reported as graduates, only a little over one fourth are said to be prepared to enter college.

In Virginia, in 1895, about 3,800 white pupils of both sexes are reported as studying "the higher branches," and of these, 350 are given as graduates, but only 97 as ready for college. Ninety-seven high school graduates to feed 10 male colleges, to say nothing of female colleges! When the graduates from private high schools also are counted, the number of boys and girls taken together might give ten apiece for each boy and girl college; but when we see what a large number of students are reported as attending our colleges, we cannot help wondering how they got there!

All the grades of education must be good, or no grade will be what it ought to be. The grades act and react on each other. Good primary schools are necessary to good secondary schools, and good secondary schools are necessary to having good colleges and universities, and the converse is equally true. Good colleges are necessary for the supplying of proper courses and teachers for secondary schools; and again, good secondary schools are necessary for controlling the courses and supplying the best teachers for the primary (including grammar) schools. It is admitted that every teacher should have gone in his own education at least one grade higher than the grade in which he is to teach; if he has gone even farther, so much the better will he be able to teach even the lowest grade of the scale. Let it never be forgotten that we cannot have the best teaching in our Virginia elementary schools until we have teachers educated beyond the elementary grades.

As we rise in the scale the graded principle is differentiated. It is still applied to the courses of study, but the one course branches into two or more courses, thus allowing to the somewhat mature student an election among courses; but by this time there is a change in the mode of instruction. In the best schools each teacher becomes a specialist, no longer carrying forward all the grades of the course, but only the classes studying the subjects of his department. More learning is now required, more dealing with principles, more adaptation of the teaching to the mind and character of the individual student, more comparison between the earlier and later parts of the study. The subject as a subject is evolved in the student's mind as a philosophical and consistent whole. This requires scholarship and enthusiasm in the teacher, and he must have as much concentration as possible. This requires a large school. As a rule, the larger the

school the better the teaching, as is well understood by all who have studied school organization.

Such will be the points which will pass in review by the superintendents, and I suspect that all will agree as to what is theoretically best in the following:

1. That a state system of education with elementary schools at one end; and university and collegiate institutions at the other, whilst the intermediate studies are very poorly developed, presents a really ridiculous spectacle, and renders the whole matter of symmetrical and complete education a most difficult achievement.

2. Obviously, then, for the sake of all grades of education, earnest attention should be directed to the development of secondary education.

3. Outside of the cities the provision for secondary education must be (a) in connection with the elementary schools, (b) with district high schools, or (c) with county high schools; and that of the three the county schools alone can supply the best quality of instruction. Very few single districts can supply the means or the number of students requisite for a good school. Even counties in a few cases would better unite with other counties in maintaining a really first class school. And in every case the authorities should be allowed to receive students from counties not having such schools, and students from other states.

It is not supposed that the school funds will be sufficient during the present generation to support such schools free of tuition fees; and yet it would not accord with the Virginia system to have them supported entirely at the expense of the students. The fees should certainly be larger than those now allowed by law, and perhaps they should suffice for the payment of the teachers, but building and contingent fees should be supplied from county funds.

The question of lodging and boarding the students constitutes the only really difficult feature in the scheme, and this is by no means insuperable. The necessary cost of living now is absurdly low; and a large portion of it might be paid by supplies from home. It would be worth while for a committee to examine specially this branch of the subject. With a building heated and lighted by wholesale, boarding can easily be brought within six dollars a month, the value of a two hundred pound pig, or two or three loads of wood.

Such schools would practically be colleges for the people. Not that they are colleges in fact, but they will give some knowledge of the collegiate branches to the great mass of youths of both sexes who cannot go higher. The doctrine seems to be accepted that the regular course or courses of education are best for all youth, no matter what be the point at which they must leave school, or what be the vocation they intend to follow.

But the reflex influence of such schools upon the school system itself would be prompt and prodigious.

For the direct preparation of teachers, a high school cannot equal a well-equipped normal school, which is a high school and a school of pedagogy combined; but, unfortunately, these professional schools cannot be multiplied so as to meet local wants. And the county high school, with such additions as can be had in teachers' institutes, furnish the best substitute that can be devised in our present circumstances.

And as for the general effect of a good high school in the country, it would be felt by every teacher and every child; and also, if in all or most of the counties, it would be felt by every college and university in the state.

I hope your superintendents may be able to do something in this direction. A committee charged with the duty of preparing a bill and urging it upon the attention of the next legislature, might be successful in developing this great advance movement in our educational system.

With best wishes for the success of your meeting,

I remain very truly yours,

W. H. RUFFNER.

On motion, a vote of thanks was tendered Dr. Ruffner for his valuable paper.

[Continued next month.]

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Official Department.

JOHN E. MASSEY, LL.D., *Superintendent Public Instruction*, EDITOR.

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Boards of Reference.

The full and specific directions given in section 45 on page 53 of "Virginia School Laws," with reference to a call for a "Board of Reference" to determine the "location of a schoolhouse," or "discontinuing a school," &c., seems to have caused some Superintendents and District School Boards to overlook other portions of that section, and to lose sight of other powers and duties of "Boards of Reference."

After stating how these boards may be called and formed, and how they shall proceed when the location of a school-house, &c., is to be determined, the section (No. 45) says: "This board shall have jurisdiction over all

questions which may be presented to its consideration, by similar appeal, concerning the action of the district board in respect to any subject over which the district board has power."

It is clear, from this quotation, that "any five heads of families belonging to the district, who may feel aggrieved by the action of the district board," in any matter over which the district board has jurisdiction, have the right to appeal from the district board to a board of reference.

These appeals—"similar appeals"—must be made in the manner prescribed in the questions pertaining to the location, &c., of schoolhouses.

There is no appeal from decisions of a board of reference. Its "decision shall be final."

Uniform Examinations for Teachers' Certificates.

REGULATIONS.

[Superintendents will read Nos. 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, and 21 to applicants before giving out the questions.]

1. Require every applicant to fill up a copy of Form B—No. 1. Collect forms, and proceed with the examination, placing the question papers in the hands of applicants, subject by subject.

2. Superintendents are cautioned not to expose the questions, in any way, before the examination.

3. Examinations shall be held on orthography, reading, writing, arithmetic, grammar, geography, history, physiology and hygiene, and for a first and second grade certificate, on the theory and practice of teaching also.

4. The examination of white teachers will be held August 3d and 4th, and of colored teachers, August 5th and 6th. Examinations should begin promptly at nine o'clock A. M. each day. Subjects for the first day: arithmetic, grammar and geography in the order named. Subjects for the second day: history, physiology and hygiene, theory and practice of teaching, spelling, and reading, in the order named. Time allowed for arithmetic, three hours; for grammar, two and a half hours; for geography, one and a half hours; for history, one and a half hours; for physiology and hygiene, two hours; for theory and practice of teaching, one and a half hours; for spelling, one hour.

5. Superintendents should see that the applicants fully understand the questions, but are cautioned to be careful not to impart information on the subjects embraced in the examination.

6. All books and other aids should be dispensed with, and all maps and charts taken down or turned face to the wall.

7. Only one subject should be given at a time. As soon as the subject is completed, the superintendent will promptly collect the papers—questions and answers—and proceed with the next subject.

8. No communication should be permitted during the examination.

9. No applicant should be allowed to leave the room during the examination in any subject, until his papers on that subject are placed in the hands of the superintendent.

10. Teachers will not be permitted to engage in conversation during the progress of the examination.

11. Teachers not present on the first day shall be excluded from this examination.

12. All papers handed in must be written with pen and ink.

13. Answers should be written only on one side of the paper, pages should be numbered, and work should not be crowded.

14. Require applicants to number the answers to correspond with the questions, and to leave a blank line between every answer.

15. In arithmetic, the entire work should be given.

16. At the close of each *subject*, each applicant should affix to his papers the following certificate, and sign his name: "I declare upon honor that I had no previous knowledge of the questions; I have neither given aid to any person nor received from any source any assistance in answering the foregoing questions."

17. Superintendents should decline to issue a certificate to any applicant receiving or giving information during the examination.

18. Writing will be valued from all the papers.

19. To obtain *first grade* certificates, applicants must average 85 per cent, and not fall below 60 per cent on any subject.

20. To obtain *second grade* certificates, applicants must average 75 per cent, and not fall below 50 per cent on any subject.

21. To obtain *third grade* certificates, applicants must average 65 per cent, and not fall below 40 per cent on any subject.

John E. Massey,

Superintendent.

READING.—Value, 100.

1. Read a selection.
2. Give the name and use of two punctuation marks in the selection.

SPELLING.—Value, 100.

1. Add *tion* to *assume* and give rule.
2. Test words to be dictated by the Superintendent.
3. Selection to be dictated by the Superintendent.

(Time allowed for spelling, one hour.)

SPELLING—ANSWERS.

1. Assumption,
Sume becomes *sump* before *t*.

To be dictated by Superintendent:

- | | |
|-------------------|------------------|
| 1. Achieve. | 13. Precedence. |
| 2. Immerge. | 14. Coterie. |
| 3. Giraffe. | 15. Vassalage. |
| 4. Miscellaneous. | 16. Assuagement. |
| 5. Marauder. | 17. Resinous. |
| 6. Haughty. | 18. Obscenity. |
| 7. Gnarled. | 19. Luscious. |
| 8. Inciting. | 20. Martially. |
| 9. Auspices. | 21. Orgies. |
| 10. Pertinacious. | 22. Nicety. |
| 11. Sorghum. | 23. Elementary. |
| 12. Knavery. | 24. Conceal. |

(Value, 2 each.)

To be dictated by Superintendent:

"Who painted this picture?" inquired Vandyke, the favorite pupil of Rubens. "Strange that so wonderful a production should have remained hitherto unknown!"

"The name of the artist was inscribed at the bottom of the picture," observed one of the pupils, "but it has been carefully effaced."

Rubens sent for the old prior of the convent, and requested that he would tell him the name of the artist. "The painter is no longer of this world," answered the monk.

(1 off for each mistake in spelling, punctuation and capitals.)

ARITHMETIC.—VALUE, 100.

1. If the remainder is 17, the quotient 610, and the dividend 45767, what is the divisor?
2. (a) How many times will $1\frac{1}{2}$ of a gallon of vinegar fill a vessel holding $\frac{1}{2}$ of $\frac{2}{3}$ of a gallon?
(b) Multiply $\frac{5\frac{1}{2}}{18\frac{1}{2}}$ by $\frac{11\frac{1}{2}}{12\frac{1}{2}}$
3. (a) Find the sum of twenty-five hundredths, three hundred and sixty-five thousandths, six-tenths, and nine millionths.
(b) What is the difference between 107 and .0007?
4. How many acres are there in 250 lots of ground, each of which is 25 feet by 100?
5. If $\frac{3}{4}$ of a pound of wool be sufficient to make $1\frac{1}{2}$ yards of cloth 6 quarters wide, what number of pounds will be required to make 450 yards of cloth 4 quarters wide?
6. A commission merchant sold a lot of iron, which had been consigned to him, for \$25600, by which a gain of 31 per cent on the invoice was made: allowing him 5 per cent. commission, what was the net gain?
7. What is the square root of 426409?
8. A broker allows 6 per cent. per annum on all moneys deposited with him. If on an average he lend out every \$100 received on deposit 11 times during the year, for 33 days each time at 2% a month, how much does he gain by interest on \$1000?

9. Divide \$420 among three persons, so that the second shall have $\frac{2}{3}$ as much as the first, and the third $\frac{1}{2}$ as much as the other two.
10. A and B hire a pasture, for which they agree to pay \$92.50. A pastures 12 horses for 9 weeks, and B, 11 horses for 7 weeks: what portion must each pay? (Time allowed for arithmetic, three hours.)

ARITHMETIC.—ANSWERS.

1. The dividend equals the product of the divisor and quotient plus the remainder; hence,

$$\begin{array}{r} 45767 \\ 17 \\ \hline 610)45750 \end{array}$$

Ans. 75

2. (a) $\frac{1}{2} \div \frac{1}{3}$ of $\frac{2}{3} = \frac{1}{2} \times \frac{2}{3} = 5\frac{1}{3}$ times, Ans.

$$\begin{array}{r} 16 \quad 143 \quad 572 \\ - \times \quad 12 \quad 9 \quad 572 \quad 25 \quad 650 \\ \hline (b) \frac{5\frac{1}{2}}{18\frac{1}{2}} \times \frac{11\frac{1}{2}}{12\frac{1}{2}} = \frac{92}{121} = \frac{572}{5568} \times \frac{25}{5568} = \frac{650}{2277}, \text{Ans.} \\ \hline \frac{5}{5} \times \frac{10}{10} = \frac{25}{25} \end{array}$$

3. (a) $\begin{array}{r} .25 \\ .365 \\ .6 \\ .000009 \\ \hline 1.215009, \text{ Ans.} \end{array}$ (b) $\begin{array}{r} 107.0000 \\ .0007 \\ \hline 106.9993, \text{ Ans.} \end{array}$

4. $100 \times 25 = 2500 \text{ sq. ft.}$
 $2500 \times 250 = 625000 \text{ sq. ft.}$
 $1 \text{ A.} = 43560 \text{ sq. ft.}$
 $625000 \div 43560 = 14.34802 \text{ A., Ans.}$

5. $\frac{1\frac{1}{2}}{6} : \frac{450}{4} : : \frac{2}{3} : x = 150 \text{ lb., Ans.}$

$$\frac{450 \times 4 \times \frac{2}{3}}{1\frac{1}{2} + 6} = 150 \text{ lb.}$$

6. $25600 \div 1.31 = \$19541.9847$, cost of invoice;
 $25600 - 19541.9847 = \$6058.0153$, gain;
 $25600 \times .05 = \$1280$, commission;
 $6058.0153 - 1280 = \$4778.0153$, net gain, Ans.
7. $\sqrt{426499} = 653$, Ans.
8. $33 + 11 = 366 \text{ da.,}$ whole time for which he receives interest;
 $363 \times .00\frac{1}{2} = \0.605 , int. on \$1 at 6%;
 $\$.0605 \times 4 = \$.242$ " " 2% a month;
 $\$.242 - \$.06 = \$.182$, int. gained on \$1;
 $\$.182 \times 1000 = \182 , Ans.
9. Let 1 denote the share of the first;
then $1 \times \frac{2}{3} + \frac{1}{3} = \frac{3}{3} = 1$ = the sum of shares;
the first part is $\frac{2}{3}$ of 420 = 160;
the second part is $\frac{1}{3}$ of 420 = 120;
the third part is $\frac{1}{3}$ of 420 = 140.
\$160, \$120, \$140, Answers.

10. $12 \times 9 = 108$
 $11 + 7 = 77$

185, sum of products.

- 185 : 108 : : 92.50 : x = \$54 A's portion:
185 : 77 : : 92.50 : x = 38.50, B's portion.

GRAMMAR—Value, 100.

- (a) Name the properties of nouns. (b) The genders used in English. (c) Distinguish between sex and gender. (d) What are personified nouns?
- (a) Give a sentence containing a noun in apposition, and parse the noun. (b) Give one containing a noun in the nominative absolute case with a participle, and parse the noun.
- (a) What are pronominal adjectives? (b) Name the classes into which they are divided and give an example of each.
- (a) Name the properties of verbs. (b) Give reasons for the number of the verbs in the following sentences:
 - In France the peasantry go barefooted.
 - The "Pleasures of Memory" was published in 1792.
- (a) What are interrogative adverbs? (b) What are correlative conjunctions?
- (a) What is an objective element? (b) What are correlative clauses? Give an example.
- (a) Give the principal parts of lie (to recline), spring, tear, burn, behold. (b) Decline chimney, wife.
- (a) Conjugate the verb "bear" in the imperative and infinite modes, active and passive voices.
- Correct: (a) The bird is setting on its eggs.
(b) Can I speak to you?
(c) London is larger than any city of Europe.
(d) Between you and I, he is not honest.
(e) The child died with the croup.
- Analyze, and parse the underscored words:
" There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune."
(Time allowed for grammar, two and a half hours.)

GRAMMAR—ANSWERS.

- (a) Gender, person, number, and case.
(b) Masculine, feminine, common, and neuter.
(c) Sex is a natural distinction of objects; gender is a grammatical distinction of words used to represent objects.
(d) By a figure of speech, called personification, sex is sometimes ascribed to inanimate objects.
- (a) The poet *Milton* was blind. *Milton* is a noun, proper, mas. gender, third person, sing. number, nominative case, in apposition with "poet."—Rule.
(b) The *sun* being risen, we pursued our journey. *Sun* is a noun, common, neuter gender, third person, sing. number, nominative absolute case with a participle.—Rule.
- (a) Pronominal adjectives are definitives, most of which may, without an article prefixed, represent a noun understood.
(b) Demonstratives; as, this, these.
Distributives; as, each, every.
Indefinites; as, some, all.
- (a) Voice, mode, tense, number, and person.
(b) 1. When the subject is a collective noun, conveying plurality of idea, the verb should be plural.

2. When a subject, plural in form, represents a single thing, the verb must be singular.
5. (a) When, where, why, etc., when used in asking questions.
(b) Coördinate or subordinate conjunctions used in pairs, one referring or answering to the other.
6. (a) A word or group of words which completes the meaning of a transitive verb in the active voice, or of its participles.
(b) Two clauses which mutually qualify; as, "The deeper the well, the cooler the water."
7. (a) Present. Past. Per. Par.
Lie, lay, lain.
Spring, sprang, sprung.
Tear, tore, torn.
Burn, burnt, R., burnt, R.
Behold, beheld, beheld.
- (b) Sing. Plu.
Nom. chimney, chimneys.
Pos. chimney's, chimneys'.
Obj. chimney, chimneys.
- Sing. Plu.
Nom. wife, wives.
Pos. wife's, wives'.
Obj. wife, wives.
8. Active Voice.
Imperative Mode.
Present Tense.
Singular.
2. Hear, or do thou hear.
Plural.
2. Hear, or do ye or you hear.
Infinite Mode.
Present, To hear. Pres. Perfect, To have heard.
Passive Voice.
Imperative Mode.
Present Tense.
Singular.
2. Be heard, or be thou heard.
Plural.
2. Be heard, or be you heard.
Infinite Mode.
Present, To be heard. Pres. Perfect, To have been heard.
9. (a) The bird is *sitting* on its eggs.
(b) *May* I speak to you?
(c) London is larger than any *other* city of Europe.
(d) *Between* you and *me*, he is not honest.
(e) The child died *of* the croup.

GEOGRAPHY—Value, 100.

1. (a) With what European countries does Virginia correspond in latitude?
(b) Locate Tidewater Virginia and describe its surface.
2. (a) Mention the two systems to which the rivers of Virginia belong, and name the principal rivers flowing into each.
(b) What is the chief branch of industry in Virginia?
3. (a) What city is the great winter port of the Dominion of Canada, and the chief British naval station

in North America? (b) At the mouth of what river are Cambridge and Boston? (c) Name and locate the largest town of Washington.

4. (a) Name the gulfs that indent the northern coast of South America. (b) Where is Lake Maracaybo? (c) What is the capital of Venezuela?
5. (a) To what is the almost tropical climate of southern Europe due? (b) What mountains extend north and south through Italy? (c) What was the ancient name of Norway and Sweden?
6. (a) What city of England has the most extensive cotton factories in the world? (b) What city of Scotland is engaged in the manufacture of iron ships? (c) What islands are attached to Scotland? (d) Where is Loch Lomond?
7. (a) What three great races are represented among the Asiatics? (b) What mountains separate the Chinese Empire from Asiatic Russia? (c) What countries does India embrace?
8. (a) Of what as regards elevation does the interior of Africa consist? (b) Describe the rise of the Nile. (c) To what is it attributed?
9. (a) To what race do the natives of Oceanica mainly belong? (b) What does Australasia include? (c) To what two European powers do parts of Borneo belong?
10. (a) What is the most densely peopled country in the world? (b) What bay of North America is remarkable for its high tides? (c) Where is the raising of ostriches for their feathers an important industry? (d) What is the great spice region of the world?

(Circular No. 154.—Apportionment No. 1.—1897-'98.

STATE SCHOOL FUNDS.

COMMONWEALTH OF VIRGINIA,

DEPARTMENT OF PUBLIC INSTRUCTION,

SUPERINTENDENT'S OFFICE,

RICHMOND, September 18, 1897.

To County and City Superintendents of Schools, and County and City Treasurers.

The Auditor of Public Accounts reports that, under the provisions of sections fifteen hundred and seven of the Code, the amount applicable to public free school purposes out of the revenue assessed for the year is, \$760,684.17. This amount is herein apportioned at the rate of \$1.1424 per head of school population.

The Auditor of Public Accounts will forward to each superintendent a warrant for the amount apportioned to his county or city. Upon receipt of this warrant, the superintendent will endorse the same to, and deposit it with, the treasurer of his county, together with a written statement showing the amount apportioned to, and to be placed to the credit of, each school district. The Superintendent will also furnish each district clerk a statement showing the sub-apportionment of this fund among the several districts of the county.

The law regulating the disbursement of this fund is as follows:

"All warrants drawn by district school boards upon State school funds shall be paid by the treasurer out of any State funds collected by him. But in no case shall he pay out a greater sum for any district than the amount of State school funds apportioned to said district."

"At the annual meeting in August, in each year, the county school board shall compare the warrants issued by each district board with those paid by the Treasurer, and report the result to the Superintendent of Public Instruction."

This money is to be disbursed upon warrants of *district boards of trustees*, as other school funds are disbursed, and is to be used exclusively for the pay of teachers.

County treasurers and district clerks will so keep their accounts as to distinguish this fund from other school funds, and make a separate statement of the receipts and disbursements on account of it in settling their accounts at the close of the year.

John E. Massey,

Superintendent.

STATE SCHOOL FUNDS.

COUNTY OR CITY.	School Population.	Amount Apportioned.
Accomac	11,843	\$13,529 44
Albemarle	11,515	13,154 74
Alexandria city	4,800	5,483 52
Alexandria county	1,650	1,884 96
Alleghany	3,821	4,365 11
Amelia	4,079	4,659 85
Amherst	7,661	8,751 93
Appomattox	3,981	4,547 89
Augusta	11,111	12,693 21
Bath	1,825	2,084 88
Bedford	12,447	14,219 45
Bland	2,010	2,296 22
Botetourt	6,087	6,953 79
Bristol	1,078	1,231 51
Brunswick	7,565	8,642 25
Buchanan	2,964	3,386 07
Buckingham	6,714	7,670 07
Buena Vista	790	902 50
Campbell	8,815	10,070 26
Caroline	7,032	8,033 36
Carroll	6,932	7,919 12
Charles City	2,084	2,380 76
Charlotte	6,841	7,815 16
Charlottesville	2,141	2,445 88
Chesterfield	6,512	7,439 31
Clarke	3,002	3,429 48
Craig	1,629	1,860 97
Culpeper	5,842	6,673 90
Cumberland	3,951	4,513 62
Danville	5,223	5,966 76
Dickenson	2,486	2,840 00
Dinwiddie	5,608	6,406 58
Elizabeth City	4,140	4,729 54
Essex	4,328	4,944 31
Fairfax	6,985	7,979 66
Fauquier	9,443	10,787 68
Floyd	5,973	6,823 56
Fluvanna	3,641	4,159 48
Franklin	11,496	13,133 03
Frederick	4,835	5,523 50
Fredericksburg	1,325	1,513 68
Giles	3,832	4,377 68
Gloucester	4,987	5,697 15
Goochland	4,107	4,691 84
Grayson	6,250	7,140 00
Greene	2,239	2,557 83
Greensville	3,837	4,383 39
Halifax	15,136	17,291 37

STATE SCHOOL FUNDS—CONTINUED.

COUNTY OR CI. Y.	School Population.	Amount Apportioned.
Hanover	7,614	8,698 23
Henrico	9,150	10,452 96
Henry	7,541	8,614 84
Highland	2,111	2,411 61
Isle of Wight	4,782	5,462 96
James City	1,588	1,814 13
King & Queen	3,974	4,539 90
King George	2,827	3,229 56
King William	4,046	4,622 15
Lancaster	3,523	4,024 68
Lee	7,659	8,749 64
Loudoun	8,291	9,471 64
Louisa	6,817	7,787 74
Lunenburg	4,595	5,249 33
Lynchburg	6,772	7,736 33
Madison	4,007	4,577 60
Manchester	3,669	4,191 47
Mathews	3,455	3,946 99
Mecklenburg	10,974	12,536 70
Middlesex	3,070	3,507 17
Montgomery	6,386	7,295 36
Nansemond	7,671	8,763 35
Nelson	6,347	7,250 81
New Kent	2,421	2,765 75
Newport News	1,949	2,226 54
Norfolk city	10,257	11,717 60
Norfolk county	13,170	15,045 41
Northampton	4,409	5,036 84
Northumberland	3,768	4,304 56
Nottoway	5,048	5,766 84
Orange	5,167	5,902 78
Page	5,156	5,890 21
Patrick	5,995	6,848 69
Petersburg	7,667	8,758 78
Pittsylvania	19,034	21,744 44
Portsmouth	4,318	4,932 88
Powhatan	2,876	3,285 54
Prince Edward	5,960	6,808 70
Prince George	3,356	3,833 89
Princess Anne	4,077	4,657 56
Prince William	4,086	4,667 85
Pulaski	5,113	5,841 09
Radford	1,264	1,443 99
Rappahannock	3,663	4,184 61
Richmond city	23,933	27,341 06
Richmond county	3,013	3,442 06
Roanoke city	4,526	5,170 50
Roanoke county	6,017	6,873 82
Rockbridge	8,425	9,624 72
Rockingham	11,216	12,813 16
Russell	6,847	7,822 01
Scott	9,520	10,875 65
Shenandoah	7,450	8,510 88
Smyth	5,661	6,467 13
Southampton	8,740	9,984 58
Spotsylvania	3,947	4,509 05
Stafford	3,219	3,677 39
Staunton	1,956	2,234 53
Surry	3,296	3,765 35
Sussex	4,988	5,698 29
Tazewell	8,152	9,312 64
Warren	3,849	4,397 10
Warwick	1,477	1,687 33
Washington	10,488	11,981 49
Westmoreland	3,482	3,977 84
Williamsburg	507	579 20
Winchester	1,792	2,047 18
Wise	4,622	5,280 17
Wythe	7,227	8,256 12
York	3,299	3,768 78
Totals	665,865	\$760,684 17

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RICHMOND, DECEMBER, 1897. \$1.00 a year in advance.

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The Virginia School Journal.

VOL. VI.

RICHMOND, DECEMBER, 1897.

No. 10.

J. A. McGILVRAY, Editor.

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We would be glad to receive from our readers statements of views on any of the above subjects.

Be brief and to the point.

Contrary to the expectations of all interested in education, the Richmond city council failed to appropriate the necessary \$8,000 for the payment of teachers' salaries up to January 1, 1898. This is the more surprising as Richmond has always taken great pride in her public schools, and boasted that though small in comparison with the great cities of the North and West, she could claim to rank third in the efficiency of her schools. It would seem but a short-sighted policy for a city to begin retrenchments by economizing on its schools, for even in material wealth knowledge is the great producer. In Dr. W. T. Harris's address before the Congress of Education, held in Atlanta in 1895, he said: "Massachusetts, with nearly twice the average schooling per individual, produces nearly or quite twice the amount of wealth per individual compared with the nation's average." If the South is to hold her own in the nation, she must educate. To-day, as in the past, "Knowledge is Power."

The city of Richmond, however, will not suffer from this lack of funds, for the teachers, seeing the demoralization produced in the schools by even the suggestion of closing for three weeks, have come to the rescue, and offered to teach without compensation. It is out of place to offer a word of praise to them. One does not "gild refined gold." The facts speak for themselves.

++

A circular has been issued by Mrs. Susanna Phelps Gage, of Ithaca, N. Y., secretary of the George Washington Memorial Committee, to the various educational and patriotic associations of women, looking to the establishment of the Administration Building of the proposed University of the United States in memory of George Washington. It is suggested that the women of the country raise the \$250,000 necessary for this purpose, and is believed that their interest will be especially en-

listed, since women are to be admitted to all the privileges of the university. A meeting is called in Washington, D. C., on December 14th, to devise plans for the work.

President Gilman, of Johns Hopkins, discusses in *Open Letters*, of the *Century Magazine*, the propriety of establishing such a university in connection with the Smithsonian Institution.

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The third annual meeting of the Conference of Virginia Colleges will take place in Richmond on December 17th. By invitation of the faculty of Richmond College the members will meet in the rooms of President Boatwright. One of the subjects for discussion—the requirements for entrance to college—is of especial importance to our high schools throughout the state, since these requirements must be met by them if the students are to pass directly from the high schools to college. The closer articulation of our system of education, from primary school to university, and the resulting economy of time, is a subject of deep interest to educators throughout the country.

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As this issue of the Journal was about to go to press, the election of Dr. Joseph Southall to the office of Superintendent of Public Instruction was announced.

Dr. Southall was born in Prince Edward county, Virginia, in 1833. He was educated at Hampden-Sidney and William and Mary Colleges, and afterwards studied medicine at the Medical College of Virginia. At the beginning of the war he was practicing his profession, but volunteered and entered the Confederate service, in which he was appointed a surgeon. At the close of the war he resumed the practice of medicine in Amelia county. About eight years ago he was elected to the State Senate from the 30th district, composed of the counties of Amelia, Cumberland, and Prince Edward, and is now a member of that body. He has also served on the Medical Examining Board of Virginia, and is now a member of the Board of Visitors of the College of William and Mary.

Dr. Southall's acquaintance with public affairs will be serviceable to him in the administration of the public free school system. In his arduous work, he will have the hearty cooperation of the school officers and teachers of the state.

Proceedings of the Conference of County and City Superintendents of Schools of Virginia, held in the City of Richmond, May, 1897.

[Continued from November number.]

Superintendent W. C. Marshall presented the following paper on

GRADING TEACHERS' SALARIES—PROMPT PAYMENT OF TEACHERS—IS THE PRESENT LAW EFFECTIVE? IF NOT, THE REMEDY?

The grading of teachers' salaries is a question which must address itself to every county superintendent of schools in Virginia who comes in contact with a large number of teachers, divided into several districts.

The same rate of taxation affords some districts in the same county a larger revenue than other districts, because of the greater value of property in some districts over others. This enables the district with the most revenue to pay higher salaries to a second or third grade teacher than other districts are able to pay to first grade teachers, creating a feeling of discontent with the higher grade and worse paid teachers that it is hard to explain or overcome, because it is founded in the love of equal justice to all.

After long observation and careful thought I believe that the pay of teachers should be regulated according to the qualification of the teacher and the work he has to do, as in some measure is now the case, and that all teachers doing the same amount of work and exercising equal ability as teachers and disciplinarians ought to receive the same compensation in all the districts of the same county, in all instances receiving the most that the revenues will afford, in order to make the profession of teaching attract as high an order of talent as the various other professions and occupations.

In those districts where the state and county taxes are sufficient to pay all the teachers, no district tax should be levied, and in those districts where the state and county taxes are insufficient, the district tax should be increased until all the districts have a fund sufficient to make the pay of the teachers of the same grade equal all over the district and in all the districts of the county.

I believe this much could be accomplished under existing laws, with very slight modifications, and one alternative should be to give the county superintendent more than an advisory power in the appointment of teachers—in the graded schools if no others.

The county superintendent knows intimately all the teachers in the county; the trustees are thrown only with those in their district, and even with them the trustees' associations are not so close as are the relations of the superintendent with the teachers. The superintendent may have more than a hundred teachers to select from, the trustees have only those in the district over which they preside.

I know of more than one school in a county in this state where youths are taught the higher branches with a thoroughness that enables them to enter college well

prepared to prosecute their studies successfully or to discharge at once the duties of life, at a cost to the taxpayers of thirty cents a month, and this without the slightest neglect in the teaching of the ordinary common school branches. I know of other schools where the results are no better, but where the cost to the taxpayers is three dollars per month per pupil in average daily attendance. Now I believe that the inequalities in the pay of teachers and in the assessment of taxes could be adjusted so as to operate with greater justice to all parties if the county superintendents of schools had at least a veto power in the appointment of teachers to the graded schools.

When Mr. Cleveland sent his first great tariff message to Congress, stating that taxes should be reduced because the treasury was bursting with a \$200,000,000 surplus, it is said that he received this cablegram from the extravagant spendthrift, the Prince of Wales, "Dear Grover, all you don't want give me." I felt very much like having this message repeated to the Empire State of the Union when I heard the learned gentleman from New York say that he had been given \$12,000,000 for his schools, and was asked if he wanted more.

Prompt Payment of Teachers.

There is nothing more important in any business than a prompt settlement for labor performed. The certain knowledge that when your work is done you are going to enjoy the fruits of your labor, stimulates you to the highest effort. There are some counties where the pay of teachers is often delayed. The salaries are paid in the end, but the teacher never gets as much as he contracted for, as he has to have his monthly orders on the treasurer discounted in order to get the money to meet the requirements that are immediately pressing upon him.

In the counties where the pay of teachers is delayed, so it is with every indebtedness of the county. The cause is insufficiency of revenue. They get behind, and the taxes of the present year go to pay the indebtedness of the last, and every year the debt increases the faster because such counties cannot employ teachers or get other work done as cheaply as those that have the cash to pay. I dislike the egotism that is always pressing one's own experience on others, yet I cannot suggest a remedy without some reference to a situation personal to myself. The time was in the county of Fauquier when she was very much behind in current expenses. We had a bold and honest treasurer in the person of Mr. E. G. Edwards. He urged the levying of a tax sufficient to meet the current expenses, and he was vigorously combatted, but his point was carried, and ever since the taxes have been sufficient to meet the indebtedness of the county promptly, and we have no serious delays.

Unless counties have special laws, the general legislation in regard to this matter is ample to effect a remedy.

Now, Mr. Chairman, I have done the duty assigned me in giving my views upon the "Grading of Teachers' Salaries—Prompt Payment of Teachers. Is the Present Law Effective? If Not, the Remedy?" If in all the chaff one

grain of wheat should be found, I beg that you will accept it, and with a breath of kindness blow the chaff away.

The subject was discussed by Superintendent W. A. Blankingship, as follows:

"Grading Teachers' Salaries," in the sense of paying them in proportion to the grade of certificate held by them, has so long been the practice with us that it has come to be regarded as a fixed principle, and is never mentioned or thought of as a subject of debate; but as the State Superintendent has selected it as one of the subjects for discussion, it must still be an open question in some sections. The idea is based upon what seems to me to be regarded as an axiom in every department of the business world; viz, That the best services are entitled to the best pay, and that only the best pay can prompt to the best services—the best services in teaching always mean the best qualifications.

In the cities, where somewhat different conditions obtain and where the schools more nearly reflect the work of the superintendent and his corps of principals, it may be that the grading of salaries is of less moment, but it is there that it is most generally practiced; certainly in the country, where everything depends on the teacher, it is doubly important. In the cities it may be true that the superintendent makes the schools; in the country it is certainly true that the teachers make them. However much a county superintendent may wish to be regarded as the all-important factor, and however competent and active he may be, he is obliged to confess that the efficient supervision of 80 or 100 schools, scattered over from four to six hundred square miles of territory, is beyond the power of any one man, and in default of efficient supervision, certainly the next best thing is an efficient corps of teachers, and any superintendent who can create one will abundantly earn his money. In this work nothing will help him more than the ability to pay the best salaries for the best qualifications, and probably the "dead level system" of paying will be his greatest obstacle. As long as the most incompetent and inefficient are receiving the same pay as the most able and conscientious, what right have you to expect any serious effort for improvement? and what necessity is there for it?

You may hold teachers' meetings—you may even call them institutes; you may appeal to the higher motives, and point to the glory of a generation of men and women trained under their care, and all that, but nothing tells like "the best pay for the best work."

It is my experience that the teachers themselves demand the grading of salaries and possibly their best founded complaint is: That their services are not properly appreciated by the school officers themselves; that the careless and incompetent often receive at our hands as much recognition as the most efficient, and that those who devote their best efforts to pandering to the whims of the community are most certain of constant employment.

There is a general demand for first class teachers, and it is our duty, as far as possible, to supply them. Possibly

scientific teachers are beyond our means, but professional teachers are within our reach, and we fail in our duty if we do not exert our best efforts to supply them. By professional teachers, I mean those who will equip themselves for their work to the best of their ability, and then do it conscientiously; who are willing to take half hour each morning to review the day's work; who recognize the fact that there is such a thing as professional teaching and who are doing something to increase their own professional and intellectual growth; who, while they are teaching their pupils to read, write, and cipher, are at the same time trying to develop their moral, intellectual, and social natures, and make better men and women of them; who keep themselves abreast of the times, and honestly intend to make teaching their life's work (at least until they get married). But what right have we to invite people to enter a work, if the very best qualifications are to bring no more reward than the most inferior? It may be said that the slight advance in salary which we can afford, will not prompt to much extra exertion, but there is always something in the "best pay," over and above its intrinsic worth, and teachers are as amenable to that influence as any other class. If we are content to employ school-keepers we need not trouble ourselves about these things; we can get them all at the same price. I know that first grade certificates are not always evidences of first class teachers, but we must have some general rule.

Much can be said about giving the most money to those who do the most work, and our sympathies can easily be excited by the old story of some young teacher wearing herself out struggling with forty or fifty unruly urchins, while her more fortunate colleague is having a nice time in a small school on a larger salary. All this might be true, if the greatest physical effort and mental anxiety always produced the best results, and if these qualities alone were needed in the schoolroom, but, unfortunately, education, professional skill, experience, &c., are still required. When we put unskilled teachers in charge of our primary classes we contradict the experience of our best educators. Besides these young teachers have every opportunity to raise themselves to the first grade, and the present regulations of the Board of Education seem to suggest that they must do so, or step down and out. And as far as I am advised, only those who wish to teach because they have nothing else to do, complain of this. My experience suggests that all classes who are really interested in schools endorse the idea of grading salaries. Occasionally I have caught "Hail Columbia" about grading certificates, but all agree that the best certificates are entitled to the best pay.

Grading salaries necessarily means much more careful work on the part of the superintendent, in grading certificates, for the most callous must feel more keenly his responsibility, when he knows that his marking will affect the school funds on the one hand, and the pay of his teachers on the other; it encourages and strengthens the professional spirit, for teachers who are made to feel that their efforts are appreciated, are certain to become more earnest in their work; it helps to eliminate the inefficient, for it soon makes their inefficiency too con-

spicuous to be endured; and finally it is right, for those who equip themselves best, do the best work and are entitled to the best pay.

These statements might be much more elaborately treated, but they are almost axiomatic, and I will venture the statement that there is hardly a county in the state where it has not been found necessary to adopt them to some extent. There is a much higher plain from which to discuss this subject, but this is a very practical age, and this is the practical side of the question.

Now, as to the second division of the subject—"Prompt Payment of Teachers—Is the Present Law Effective? The Remedy."

The efficiency of the schools probably depends as largely upon the prompt payment of the teachers as upon any other single thing, but the subject presents some difficulties. I take it that it is not intended to consider the various methods resorted to in limited localities by particular district boards to secure the prompt payment of their warrants, or the kindness of individual treasurers who pay school warrants out of any funds on hand, up to within a safe limit. These things speak volumes for the zeal of the parties, but they do nothing towards solving the problem—possibly retard its solution by satisfying a greater number with existing conditions. The real question is: How are we to get our warrants promptly paid out of the school funds? We only have the right to ask the faithful execution of the law as it stands, or to suggest something better.

There can be but two reasons why school warrants are not promptly paid; either the treasurer declines to pay out the money, or the cash is not on hand. As to the first, the remedy is plain and simple, and can be applied by any one who chooses to do it; the second presents some rather troublesome questions. In the first place, there seems to be a difference of opinion as to when the cash is technically on hand. Very naturally, parties wishing to collect warrants insist that it is on hand as soon as it passes into the hands of the treasurer from the tax-payer. On the other hand, it is contended that it is legally not on hand until it is officially reported to the county superintendent, and by him apportioned. Now, if this last view obtains, you can readily see that, with the exception of the amount collected in November, there may be no cash on hand until the Board of Supervisors chooses to require a final settlement—possibly some time in September—it may be later; and this applies to all the funds, state, as well as county and district.

These seem to be legal questions, which, as far as I am advised, have never been passed upon. The school officers have no legal means of knowing anything about the collections except what the treasurer reports to them, and practically are obliged to await his pleasure. True, the fifth and sixth regulations of the Board of Education were possibly intended to cover this very ground, but it is not so easy to enforce them. It might help us in more directions than one, to determine how far the courts would hold the regulations of the Board of Education binding, upon others than school officers; in plain English, how far the courts would enforce them as law. There is also an act approved March 5, 1894, intended to enable the

school boards, under certain circumstances, to get control of the funds, but either there has been no necessity for it, or there are so many difficulties attending its execution that it seems never to have been attempted.

The law seems to intend that county treasurers shall settle their accounts by the 15th of June each year; but in practice this settlement is frequently not made before September. In the meantime, teachers have to wait. As a matter of fact, so far as my observation extends, collecting in earnest usually begins about the time the school term closes and continues through the summer. I do not undertake to fix the responsibility for this. It may be that the times are chargeable with it; but it is certain that if we intend to pay current expenses out of current revenue, the money must be collected in time to do it. And if we do not pay current expenses out of current revenue, we simply allow large balances, all of the levy except the November collections, to accumulate in the hands of the treasurer. These balances do not appear in any of the official reports, but they exist nevertheless.

If the settlements were always made at the time fixed by law it would relieve the situation to some extent; but to cure the evil, settlements will have to be made by March 15th, at least. Possibly, it is no part of our business to discuss this question, but it seems to me that the 15th of March is the best time, as the people are more in need of money in their business operations later in the season. This change, with monthly reports from the treasurer as to collections, disbursements, warrants presented, &c., would correct the evil, as far as law is ever likely to correct it. It might be that a little more firmness on the part of school officers would improve matters some, even under existing conditions.

Superintendents A. G. Smith, W. H. Henning, and John K. Fussell took part in the further discussion of the subject.

At 1:30 o'clock a recess was taken until three o'clock, P. M.

The Conference resumed its session at three o'clock, P. M.

THE EXAMINATION AND CERTIFICATION OF TEACHERS—STATE BOARD OF EXAMINERS

was the subject of a paper presented by Superintendent Gavin Rawls. Dr. Rawls said:

In the earlier days of our statehood schools were operated for the good of the child, supported by private funds or philanthropic bequests; now they are for the safety of the state, maintained at her expense. Then the individual was the patron and supporter, now the state is the patron and defender. We have come to learn that not the few only who are able to provide and pay for schools must have them, but the many, who are not thus able, must also have them. For the sake of the common weal

the children of the poor, or of the vicious, must be educated as well as the children of the rich, or of the moral. The system of this education must be strong and stable, it must be comprehensive, harmonious, and progressive. This system should be symmetrical in construction and wisely directed in all its parts.

It follows then that the qualification of teachers in the public schools, who, under this system, are officers of the state, employed and paid by her, should be determined under the supervision and control of state authorities. The state confers on no other class of officers a higher trust than she gives to teachers. Her future depends upon the kind and qualifications of her citizens; what the kind and qualification of these citizens shall be depend upon the teachers who have their mental and moral training in charge. It is incumbent upon the state, therefore, to see that only persons of unquestioned moral character, of aptitude for the work, and of ample qualifications shall be permitted to teach in the schools. It being the duty of the state to determine the qualifications and fitness of applicants to teach, how shall this be accomplished? In every country where a system of public education prevails, examinations, more or less rigid, are required of teacher applicants; and in some of the countries of Europe the teacher must go through a regular course of promotion, passing from one grade to another in regular order, before he can receive a certificate placing him upon the higher school staff. How to make the examination of such a character in matter and in delivery as shall be just and impartial to the applicant, and at the same time guard with zealous care the interests of the state, has been one of the perplexing questions for examiners. "Examination should aim not only to exclude incompetent and unworthy applicants, but to stimulate and encourage to higher attainments those already engaged in teaching." The relative merit of any system of public education will be gauged to a large extent by the character and strictness of the examinations required of teachers.

Where the standard is low and the method lax the whole system will occupy a low scale, both in public estimation and in fact. In the earlier years of public schools in Virginia but little attention was given to the matter of examination. To start the new system teachers were necessary, but few college graduates or seminary students were to be had, and with the idea prevailing that anybody could teach a public school, there was no lack of applicants for the new positions. Men and women without teaching experience or scholastic ability were placed in the teacher's chair, and, once in, they were hard to get out. As the law left to each county and city superintendent the preparation and holding of the examination and the grading of papers, there were as many different standards as there were counties and cities in the commonwealth.

In 1892 there was instituted the Uniform Examination System, which marked the greatest stride in progress yet made in the examination of teachers; but the system is not complete as it stands in Virginia. Those who prepare the examination should also grade the answer papers submitted under that examination, and there should be

added one other feature to make the system complete. We need a state board of examiners, and to that feature, more especially, shall I direct this paper. What do we mean by a state board of examiners? A board of well-known educators, composed, we will suppose, of the State Superintendent of Public Instruction and three or more other members, one each from the faculty of the state's higher institutions of learning, the University of Virginia, the Polytechnic Institute, one or more of the normal schools, whose duty it shall be, under the direction of the State Superintendent, to prepare all examination questions and to examine and grade all answer papers. To explain briefly the details of this system, I transcribe an extract from a personal letter from the Hon. C. R. Skinner, Superintendent of Public Instruction of New York, which state adopted the state board of examiners' system in 1894: "All questions used in examinations for teachers' certificates under this system are prepared by members of this department under the direction of the State Superintendent. Examinations are held on the same dates in all school commissioner districts of the state, and are conducted by school commissioners. The questions for these examinations are transmitted from this department in sealed envelopes to commissioners a few days previous to the date of examination, and such envelopes must be opened by commissioners in the presence of the class to be examined. The papers submitted by candidates in these examinations are forwarded by commissioners immediately upon the close of each examination to this department, where they are passed upon by a permanent board of examiners. The standing of each candidate is then reported to the school commissioner, under whose direction such candidate submitted papers, and with such report is included a certificate partly filled out for those candidates who are entitled to them under the regulations. These certificates are then signed by commissioners and forwarded to candidates. You will, therefore, observe that we have uniform questions in all examinations, and that the papers are graded upon a uniform basis, so that all certificates issued throughout the state have uniform value in their respective grades." I may add that a certificate issued in one county is good in any other county without being endorsed by the commissioner of that county. In further explanation, and also as showing the practical working of the system, I quote from the report of Hon. J. F. Crooker, the predecessor of Mr. Skinner, as found in the report of the U. S. Commissioner of Education, 1893-'94. He says: "This change in the method of determining who are entitled to certificates is one of the greatest reforms that has been inaugurated in our school system for many years. It gives New York the most perfect system of determining the qualifications of teachers that is to be found in any state of the Union.

"It removes the possibility of any commissioner exercising unfair discretion for or against any teacher. It has lifted the system of examining and licensing teachers above all considerations except their fitness to enter the service. The questions used throughout the state are prepared at this department and are uniform. Examinations occur on the same dates in every commissioner

district in the state. The answer papers submitted by candidates in these examinations are forwarded to this department and examined and marked by the Board of Examiners, who are removed from all influences of favoritism or personal prejudice. It is consequently fair and just to all. After the papers are examined, a report of the standings of candidates is made to each commissioner, who issues certificates to those who are entitled to them. The uniform system is of great advantage and convenience to teachers. Under this system a certificate of any grade issued in one county stands for the same value . . . in any other county in the state. It is gratifying to report that the system is meeting with success from every standpoint, is giving entire satisfaction, and has the hearty support of all the educational forces of the state. Its adoption received the sanction of nearly every school commissioner in the state; and the State Association of Academic Principals, at a recent meeting in Syracuse, adopted a strong resolution indorsing the system and pledging the department its hearty support in carrying it out. The results thus far have more than met our most sanguine expectations. . . . The one thing most needed by teachers in this state is better scholarship. It is impossible for a teacher to teach a subject well without having a thorough knowledge of that subject. Under this system of licensing teachers they must be progressive; they must acquire better scholarship from year to year. A person entering the service for the first time may teach but one year on a third-grade certificate. Should such teacher desire to remain longer in the service, she must obtain a certificate of the second grade—the requirements for which are much broader than for a third-grade certificate. The requirements for a subsequent certificate of the second grade are still greater than for the first certificate of that grade; so that a teacher who desires to remain in the service must be progressive. The adoption of the uniform system of examinations has been the means of sending thousands of young men and women who desire to become teachers to normal schools and union free schools to better prepare for their work. During the past year over 10,000 different persons were refused certificates because they did not have the necessary scholarship. The Department has, in every way possible, encouraged teachers to procure first grade certificates, and has also encouraged teachers of that grade to remain in the service by renewing their certificates."

In New York this system was added by the State Superintendent under the general provision of law, which gives him power to devise rules and regulations for the issuing of teachers' certificates, the only special law being one appropriating money to pay the examiners for their work. Virginia has a general provision empowering the Board of Education to regulate all matters arising in the practical administration of the school system which are not otherwise provided for by law. Under this provision the uniform system was added; but as money would have to be appropriated to pay for the services of the examiners, a special act of the Legislature would be necessary. Of course, the present force in the central office would have no time for this extra work.

I can conceive of no valid objection to this system,

while the advantages and benefits are many and apparent. Its utility and practicality have been tested in New York, and the hearty commendation it is receiving shows it has stood the test. The various county and city superintendents would hold the examinations as now, thus keeping the system in direct touch with the people, and superintendents could attest the qualifications of teachers along the lines not brought out by the written examination. There are some successful teachers who cannot pass so acceptably as others written examinations, and for whom some allowance must be made. This each superintendent could do in each individual case. Yet, too much allowance should not be made. No amount of experience can take the place of scholarship. I have known teachers with twelve years experience who placed the river Nile in Virginia and gave religion as one of the natural curiosities of this state. A minimum standard should be rigidly adhered to. The system can be made sufficiently elastic by emergency certificate and in other ways to cover every case likely to arise in its practical administration. The state should, by all reasonable means, endeavor to make the system of public education thorough, perfect, and progressive, that there may be no failure in so educating the people as to insure good citizenship. That is the great object. Any system of public education which does not accomplish this is a failure—worse than a failure—it is a delusion and a snare. Supplanting private schools, it promises bread and gives only a stone instead. Better no public education than inefficient or vicious education. I am sure the thousand or two dollars required each year to pay examiners would be wisely expended, and would result in great benefit to the state. Virginia should be behind none of her sister states in progressive education. Not only her position among the sisterhood of states, but her very existence as an enlightened and christian commonwealth depends, to a large extent, upon the character of her schools.

Those schools which are under her supervision and support she can make what she will. She would be guilty of consummate folly and short-sightedness to hesitate because of the expenditure of a small sum of money. Better retrenchment elsewhere than the bulwark of education may be made more stable and thorough. Surely this change would meet with the hearty support of the superintendents. All superintendents recognize how hard it is to be absolutely impartial, conscientious, and rigid in grading papers, or to give satisfaction. So many local considerations may tend to bias and influence him in his actions. Even the uniform system has not taken from him the temptation to favoritism or the opportunity for leniency. Applicants who are unworthy or who fail to get as high a grade as they expect, are quick to accuse the superintendent of partiality or injustice, and unkind feelings thus engendered will remain for years. Under this system applicants would be estopped from all complaint.

I need not enter into details as to the practical working of such a law. All of those things would be arranged by regulation by the Board of Education. Several provisions of the law as it stands in reference to the examination of teachers have, by common consent, been ren-

dered null and void, and for the sake of the uniformity of the system, as well as for the general good of the schools, these features should be erased by legislative enactment. I refer to the clauses requiring the county superintendent to hold examinations in each school district of his county, and to hold an examination at any time when required to do so by any district board of trustees. I shall not stop to show the uselessness and absurdity of these laws, or their incompatibility with the requirements of the uniform system. Briefly I refer to the matter of certification. The number of grades should remain as now—first, second, third, the professional, and for life. The system of certificates, however, should be progressive. Thus, a teacher teaching under a third grade this year should be required to make second grade next year, and a first grade at the expiration of the second grade. . . . The examinations should also be progressive, the matter being more thorough and the standard raised each year. Many of us have felt that the place of the old county professional certificate has not been supplied by the new first grade or the state professional. The examinations for state professionals have not been accessible to many worthy and competent teachers, as they could not attend examinations held at a distance from them; therefore, many teachers whose qualifications and experience deserve better have been put back with first grade holders, who, while having equal scholastic ability, have not the experience in teaching nor the aptness for the work possessed by the holders of the old county professional certificate. Examinations under a state board of examiners system would adjust all this, as these features could be added to the examination with but little trouble, and the competent and experienced teacher in any county or city would be given a chance to attain a professional certificate or life diploma. First grade certificates might be granted for five years, with power of renewals, while second and third might be given for three years and two years respectively, without privilege of renewal.

The apprentice should be required to prove his skill before being licensed for a long period, while experience and worth should receive their full reward. Theory and Practice of teaching should be so divided that the superintendent, who alone can know the fitness for the work, the tact to manage and govern a school, and the power to impart information possessed by teachers, should give the marking on the practice of teaching. Anyone who has had a first grade certificate for three terms, of five years each, whose examination was fully acceptable to the state board of examiners, and whose aptness to teach and tact to govern are duly certified to by the superintendent, under whom such a teacher has been teaching, should be given a certificate for life. There is no more reason why the competent, efficient, and experienced teacher, who has proved his fitness for the work, should be put to the annoyance and trouble of reexamination than there is for the reexamination of the experienced lawyer, the successful physician, or the popular preacher. This never ending examination tends to prevent the stability of teaching as a profession. Graduates of the state normal schools and of the other higher institutions in the state should be granted certificates without examination;

these certificates, however, should be for a short period, subject to renewal when the holder shall have proved his worthiness by a successful course in the teacher's chair. The intention in both certification and examination should be to encourage merit and ability, to weed out the unprogressive and worthless, and to make teaching more and more a profession worthy of the best talent of the state. These changes might necessitate increase in salary to secure such teachers. So much the better. Better fewer schools and more efficient and competent teachers than many schools with figure heads in charge of them. There is nothing more costly than cheap education. "The incompetent teacher is as hurtful to a district as would be the failure of crops or business depression, for he interposes obstacles or robs the rising generation of the chances of entering the field of industry on equal terms with their neighbors. At a time when dangerous and subversive elements of mankind are abroad in the land, it is necessary that the American youth should be fully equipped with educational weapons to preserve our institutions and liberties intact." Those means of defense cannot be supplied by the meagre and unsatisfactory training received from incompetent teachers. While Virginia has hundreds and hundreds of teachers who are as competent and well equipped for their work as any to be found in any state in the Union, yet the words of the late State Superintendent of New York may be equally well applied to Virginia: "The one thing most needed by teachers in this state, is better scholarship." While encouraging to the fullest normal training, and while giving due weight and consideration to experience, let us not neglect scholarship. Without well developed and disciplined minds—WITHOUT BRAINS—all other things are upon a foundation of sand.

Discussion by Superintendent J. H. Stephens:

What superintendent does not dread to see examination day come, with its attendant duties and responsibilities, with its worry, as well as its amusing incidents?

The applicants are all excited and anxious, many of them with requests which cannot be granted. Some are timid, and must be encouraged, others are officious and must be restrained. Some are the very impersonation of honor, scorning to receive assistance; while others have moral sensibilities less acute, and are ready when opportunity permits to appropriate what has not been wrought out by themselves.

Prepare as carefully as we may, we cannot anticipate every want; arrange everything as conveniently as possible, and some will complain of discomfort.

The superintendent who can secure a hall with adequate seating capacity can proceed with confidence; but very unfortunate is the one who must conduct the examination in a small, inconvenient room. Under these circumstances a good deal of tact is required and some precaution necessary.

Experience has taught me that acquaintances, and especially intimate friends, should be separated in the examination room. To do this without giving offence, fold every other desk, and, when applicants arrive, I

inform them that folded desks must not be occupied. In this way applicants are seated first only at every other desk. If it is absolutely necessary to use any of the vacant seats, I begin to fill them at the front of the room. By this arrangement, companions who generally arrive in groups, are separated from each other by at least one desk.

I have found that it is not sufficient to simply announce that visitors will not be allowed to remain in the examination room, but that it is also necessary to write a notice to this effect on the blackboards. I am convinced that persons often come into the room to assist applicants.

By taking these precautions and carefully following the directions from the Superintendent of Public Instruction, I have been able to give examinations with some degree of satisfaction to myself.

After these examinations are over, a mass of matter is presented to us which, to say the least, is not very attractive; but as it is generally the result of honest, and often intensely earnest, labor, all of it should be carefully considered.

The greatest of care should be taken in the certification of teachers for several reasons:

- (1) Strict justice to each applicant demands perfectly fair treatment.
- (2) School boards and patrons judge of the ability of a teacher by the grade of his certificate.
- (3) Salaries often, in fact, usually, depend upon the grade of certificate held.
- (4) Official courtesy requires that each superintendent endorse first grade certificates issued by other superintendents of the state.

But how to ascertain the qualifications of an applicant and issue to him a certificate which will very nearly indicate his professional ability, is often a matter of some difficulty. We sometimes find persons who can answer examination questions satisfactorily, but who invariably fail when placed in charge of schools. And again, we are sometimes disappointed at the character of the papers handed in by some of our most efficient teachers.

While we admit that these formal examination, as at present prepared, do not, of themselves, unerringly show the ability of the teacher, they are certainly valuable aids in ascertaining his merits. They, to some extent, indicate his literary attainments as well as his knowledge of subjects taught in our public schools; and since no plan has been devised which has proven more satisfactory, I think it wise to continue to make them our criterion for licensing applicants who have had but little experience in teaching.

After the superintendent has had ample opportunity for observing the manner in which the teacher solves the many intricate problems of the schoolroom, his actual success and his examination papers should both be considered in licensing him. But we should be careful not to allow mere experience to pass for actual success.

If character of examination papers is to be the standard mainly by which to judge of qualification, who should prepare questions and issue certificates; how comprehensive should questions be, and methods of

grading answer papers become matters of much importance.

Without any hesitancy I affirm that the present plan of having uniform questions for the state has given better results generally than was obtained by requiring each county superintendent to prepare questions for his own use.

I have taken examinations from four different superintendents—and several from each one—and I can bear testimony to the fact that not one of them showed anything like the skill exhibited in the uniform questions. Some of them were not less difficult, but prepared with less care, entirely ignoring many parts of each subject.

I believe that under the present plan something nearer uniformity throughout the state has been secured in the licensing of teachers, and that the standard of scholarship for high grade certificates has been raised.

It has been said by some that the uniform questions have not been "comprehensive enough, that they have been too elementary." It would seem that they have been at least difficult enough for the teachers of Montgomery county. Referring to my records, I find that during my superintendency one hundred and fifty-six white applicants have taken them; and that of this number twenty-four were licensed as *first*, fifty-eight as *second*, and forty-six as *third* grades. There were also twenty-eight failures.

I think if they are made more difficult, separate papers should be prepared for applicants for low grade certificates. I notice that more than half of the colored applicants have failed to reach the required average for any grade at all.

If city superintendents wish to examine more thoroughly, perhaps they could be allowed to use the papers prepared for applicants for state certificates.

I will briefly explain my method of grading answer papers. It does not always give me entire satisfaction, and in certain subjects I sometimes depart from it a little.

In spelling and reading I follow the explicit directions found in the circular which accompanies the question papers.

As all other subjects are divided into ten sections each, I value each section at ten, and grade each answer separately, crediting on margin of answer paper from 0 to 10. The sum of credits on any subject gives the grading on that subject.

I have adopted this method for two reasons: (1) Teachers can understand it, and are generally satisfied with it. (2) In cases where teachers are not satisfied with certificate issued, and take an appeal, the reviewer can easily understand my grading.

This method does not always give entire satisfaction on the subject of English grammar. Occasionally applicants will answer satisfactorily nearly every question asked, but show by the general character of their papers that they have a very imperfect knowledge of English; while others will show that they know very little of technical grammar, but have a good practical knowledge of the language. In grading on this subject I

have always considered both answers to questions and general character of papers.

Again, in grading on "Theory and Practice," I have always considered the ability of the applicant, when well known, as well as answer papers.

And this leads me to remark that, under ordinary circumstances, superintendents should confine their examinations to applicants of their respective counties.

I have several times refused to endorse certificates issued to my teachers by other superintendents, simply because I felt that I had not been treated with proper courtesy.

When informed that applicants from other counties wish to teach in my county, I examine them, but never issue first grade certificates to them without correspondence with the superintendent of the county from which they come.

If these state uniform examinations are to be continued, we should try to induce all of our teachers to take them.

Referring again to my records, I find that the first year I examined the teachers of my county, 61 per cent took them; the second year 77 per cent took them; and the third year the percentage had increased to 83. I have increased these ratios by refusing to give private examinations at all unless requested to do so by some school trustee.

I have never been able to have all applicants present at the state examinations, but I do not allow other duties to be interfered with by giving private examinations. As persons apply for examination, I notify them of an appointed day for which I make careful preparation. If we follow the state examinations with others less difficult, applicants will learn to wait for the easier ones.

If the Board of Education could furnish us two sets of papers annually, as suggested by our worthy Superintendent of Public Instruction, in Virginia School Reports for 1894 and 1895, it would meet the necessities of county superintendents.

If county superintendents are allowed to prepare questions for examinations, it seems to me that they should be required to furnish the Board of Education with a copy of them.

I have always doubted whether it is good policy to make certificates issued upon county examinations endorsable outside of the counties in which they are issued, and if the time of their continuance in force could be limited to one year, it would be a further incentive to applicants to take the state examinations.

If all licenses could be issued by some central authority, more uniformity from a literary standpoint would certainly be secured in the grading of teachers; but whether entire justice would be done in a certain class of teachers is doubtful.

In rural districts we have a small percentage of teachers who have received professional training, and yet among the untrained class are found many of our most efficient teachers. We are often disappointed in the papers handed in by some of the latter class, and if they

are graded by an examiner who does not know their teaching ability, injustice will sometimes be done them.

A Board of Examiners, such as is suggested by Mr. Massey in Virginia School Reports, 1894-1895, would perhaps very nearly meet the necessities of present conditions. Such a board could, without much expense to the commonwealth, annually examine a certain amount of the work of each county superintendent. If irregularity was discovered, investigation could be made. Answer papers and certificates issued upon them could be numbered to correspond, and as many of these as desired could be called for.

I have often wished to have some of my own work thus examined, that I might know whether I am grading up to the desired standard.

Perhaps all of us would be more careful if we knew that some of our work would be examined each year by our superiors.

Superintendent D. M. Brown, of Petersburg, who continued the discussion of the subject, said he had examined the laws governing the matter, and had found them to be as various as the laws on the subject of divorce. In the New England states he had found as many as four or five different systems in the same state. In the West and in the Northwest, the favorite system of licensing teachers was through county boards of examiners.

While he was to a large extent in favor of the system prevailing in the state of New York, yet he thought there was one objection, which might have very serious results. It presumed the state superintendent to have a knowledge of the character and general fitness of an applicant, while, in his opinion, this could only be acquired by personal contact with the teachers.

Superintendent M. M. Lynch, of Frederick county, followed in the same line, and alluded especially to the systems of state boards of examiners, as existing in West Virginia, Ohio, Pennsylvania, and New Jersey, which he considered inferior to those in Virginia. He thought that in accordance with the recommendation made by the State Superintendent, there should be two examinations annually.

After the recess, the Conference was invited to take the cars of the Richmond Traction Company for Richmond College, where a reception was tendered to the superintendents. The body was transported to the college and received in the chapel, where a formal welcome was tendered it. President Boatwright and Professor Winston made brief addresses, extending a most cordial welcome to the visitors. The College Glee Club rendered several entertaining selections and a gymnastic exercise followed.

The superintendents were then invited into the library of the college, where an informal reception was held and refreshments were served in abundance.

On motion, a recess was taken until 3 o'clock, P. M.

The Conference met, pursuant to adjournment, at 8.30 o'clock, P. M.

President Massey stated that he felt much gratified when the Hon. W. T. Harris, Commissioner of Education of the United States, agreed some weeks ago to address the Virginia Conference of Superintendents, and that it gave him unusual pleasure to introduce Dr. Harris to the Conference.

Dr. Harris read the paper following:

THE RELATION OF SCHOOL DISCIPLINE TO MORAL EDUCATION.

There is no topic related to education in the schools that excites so general discussion as that of moral education. And yet there is no topic concerning which the suggestions made are more idle and unprofitable. It is generally assumed that moral instruction is moral philosophy. Now the elementary schools do not attempt with success philosophical instruction of any kind, and in the nature of the case could not give successful lessons in moral philosophy. On this account it has been supposed that there is no moral instruction in the elementary schools. To correct this, suggestions are made on every hand for the preparation of some catechism which should form an introduction to moral philosophy, or more often it is suggested that religious instruction should be introduced for this purpose. Perhaps Bible reading alone, without note or comment, is proposed as the best means of meeting the want that is felt.

The important question that meets us at this point is, what is the difference between intellectual education and moral education? When we consider its answer we come very soon to the conviction that moral philosophy belongs to intellectual education. For it treats of principles and causes. It belongs to theory, while the moral should relate especially to practice. Moral instruction, strictly speaking, should secure the formation of moral habits. The nature of morality is explained in moral philosophy. A correct habit of thinking, a correct view of the world, is important enough for moral education, but it does not amount to a moral education, but is only one side of it. One side perhaps leads to the other. Possibly a correct habit of thinking regarding the moral will lead gradually towards the practice of the moral. And certainly a practice of the moral will lead towards a correct thinking as regards the moral.

Again, the more elementary the grade of education the greater the preponderance of practice over theory. It would seem that the children in the primary schools and the grammar schools should be taught moral practices and habits, and that gradually as they go on through the secondary schools and into higher education they should learn the full theory of the ethical.

However this may be, as soon as one approaches the course of education as it is found realized in the existing school systems in America, he comes upon the fact that the matter of moral instruction in the schools belongs to the side known as discipline, and not to the side known as instruction in books and theories.

The first thing the child learns when he comes to school is to act according to certain forms—certain forms that are necessary in order to make possible the instruction of the school in classes or groups. The school is a social whole. The pupil must learn to act in such a way as not to interfere with the studies of his fellows. He must act so as to reinforce the action of the other pupils and not embarrass it. This concerted action into which the pupil is trained may be called the rhythm of the school. The child must become rhythmical, must be penetrated by the spirit of the school order. Order is heaven's first law. Every one has heard this statement quoted again and again. Inasmuch as the future member of society will have two existences, an individual existence and a social existence, it is well that the school which fits him for life should be a social existence and have these two sides to it.

There are four cardinal rules that relate directly to the school discipline. The child must be regular and punctual, silent and industrious. Let us discuss the necessity of these rules in the school and see the immense importance which school discipline has for the formation of character. "Character," said Novalis, "is the completely rounded will." The human will has acted upon itself and made grooves or ruts in which it may act with efficiency and without contradicting and embarrassing itself. The will in the case of moral action is directed upon itself, the will controls itself. Self-control in the interest of reasonable deeds—self-control in the interest of performing reasonable deeds and in aiding all one's fellow men to perform reasonable deeds—this self-control is the essence of the moral.

The commencement of this subjugation of the will on the part of the child is accomplished through the principle of regularity. The child must come regularly to school day by day—must not omit a single session. He must study his lessons regularly, prepare himself for the tasks of the day without omitting any. Recitations or lessons must be attended regularly. Any tendency to yield to the feeling of the moment, any fits of indolence, any indisposition which offers itself must be inhibited by the child's will. He must vanquish his natural like or dislike and perform the reasonable task. He must sacrifice himself whenever necessary. The principle of self-sacrifice is another name for this will training which belongs to moral instruction. To theorize about self-sacrifice and self-control and habits of regularity is intellectual education, but not moral education.

The habit of regularity once confirmed, the pupil has attained some power of directing the action of his will upon his will. He has to that extent taken his will from its subjection to feeling or passion or more unconscious habit. He does not will upon impulse, but wills rationally.

Not only regularity, but punctuality, is insisted on in

the school. He must not merely attend the school, but he must attend it just at the time prescribed, say at the beginning of the morning and afternoon sessions. He must not be content with getting his lesson at some time in the day, but he must get the lesson at the proper time. He must be at the class at the proper time. He must be obedient to the word of command.

In order that there may be concerted action, both regularity and punctuality are necessary. The rhythm of action by which the community of individuals is converted into an organic, social whole, requires punctuality as much as regularity. Without punctuality each individual is in the way of every other one and an obstacle or stumbling block. There can be no movement of the whole as a whole without punctuality. This rhythm is necessary in order that there may be unity of human action. A prescribed order issues forth from the will of established authority. This prescribed order is carried out by individuals, acting as a higher individual, namely, as an institution. For an institution is an individuality given to many. It is a unity of effort, an *e pluribus unum*. The school is to be taught in classes. In the class the pupil learns much more than he could learn by himself. If the teacher should devote himself to one person he could not instruct him in so efficient a manner as he could instruct twenty persons at the same time. For in class recitation each pupil learns more from his fellow pupils, from all their mistakes and failures as well as from their brilliant achievements, than he does from his teacher. Each pupil is more or less one-sided in his mind. It is, in fact, the object of education to bring out all sides of his mind, so that each faculty may be reinforced by all the others. The pupil in learning his lesson understands some phases of it and fails to see what is essential in others, but the failures are not all alike, a given pupil fails in one thing and succeeds in another; his fellow pupil succeeds where he fails and fails where he succeeds. In the recitation each pupil is surprised or finds that some of his fellows are more successful than himself in seeing the true significance. The pupil can, through the properly conducted recitation, seize the subject of his lesson through many minds. He learns to add to his power of insight the various insights of his fellow pupils. The skillful teacher knows his power of teaching by means of a class—knows that he can make each pupil understand much more through the aid of a class than he could make him understand if he were to attempt to do all of the explaining for an isolated pupil.

The class recitation is made possible only by regularity and punctuality. The efficiency of the school depends upon it. In the industrial civilization in which we live the same necessity exists for these school virtues. Unless there is regularity the mill cannot manufacture and the shop cannot go on. There can be no combination between the mechanics who work on a joint enterprise. The engineer or the fireman without this virtue of punctuality would endanger the lives of his fellow workmen by an explosion of the steam boiler, or bring the machinery to a stop through the neglect of its fires.

We are pushing forward in our time into an era of the use of machinery, not merely in manufacturing and trans-

portation, but for all the multifarious uses of the household and the daily life. Man is conquering nature by means of machinery, and the citizen cannot enter into the fruits of this victory unless he adapts himself, through regularity and punctuality, to the demands of this new form of civilization.

But regularity and punctuality are not the only school-room virtues. I have mentioned two others, silence and industry. Regularity and punctuality are in a certain sense negative virtues. Silence also belongs to this class, while industry belongs to the positive virtues. Silence is another virtue that depends upon inhibition—upon the inhibitory act of the will. The will acts to repress its self-activity, to guide its own utterance, and to limit that utterance to the chosen province prescribed for it. It is especially a virtue that makes possible the combination of the individual with the social whole. The pupil that whispers, or in any way attracts the attention of his fellows, does something not only to make his own school time of no account, but he also does much to destroy the time and profit of his fellow-pupils and the teacher. We shall see, further on, that even if the pupil converses with his fellow-pupils by whispering, for good purposes, endeavoring by that means to get information about his lesson, or to give information about it, he does so much to destroy the efficiency of his own or of his fellows' work, as far as silent preparation is concerned.

If it is true, as scientific men tell us, that man has descended from the anthropoid apes, we can see more clearly the significance of this moral training which suppresses the tendency to prate and chatter. The mere instinct for expression of the half-cultured child is to utter what comes first to his mind. He pours out his impressions before he has allowed them to ripen by reflection. If he can repress the utterance of one thought until he can add another and another and another to it, he can deepen his power of thought, whereas if he utters the thought carelessly as it arises in his mind, it passes away from him, and he does not make a synthetic thought by adding to the immediate impression all other thoughts that relate to it. This is the deep significance of the school virtue of silence. It makes accessible the depths of thought and reflection. It makes possible the individual industry of each and every pupil associated in the school. Each one can detach his industry from the industry of the whole, and pursue original study and investigation by himself, although surrounded by a multitude. This individual industry is prevented by anything on the part of his fellows which tends to distract him.

The fourth virtue that has been named is industry. Industry may be of various kinds, but the industry of the school is essentially study of the book. The pupil is to add to his own feeble and undeveloped powers of thought and observation these faculties as exhibited in the strongest of his race. The printed page is the chief means by which he adds to his own observation and reflection what has been observed and thought by fellow-men specially gifted in these things. The pupil shall learn by mastering his text-book how to master all books—how to use that greatest of all instruments of culture, the library. He shall emancipate himself by this means from mere oral

instruction. In the case of oral instruction the pupil must wait upon the leisure of the teacher, trusting to his memory or writing down the words and pondering them on some future occasion. In the presence of the book he can take the sentences one by one and reflect carefully upon the meaning of each word and each sentence. The book waits upon his leisure. The book contains the most systematic presentation of its author's ideas. Through the book the observers and thinkers of the past become present. Those of distant and inaccessible countries come to his side. This shows us the significance of the kind of labor which the pupil performs in his school industry.

I can describe the nature of the schoolroom industry best by explaining the two kinds of attention which the pupil must cultivate and exercise in the schoolroom. There is, first, the attention which the class must give collectively to the recitation and to the teacher who conducts it; and there is, second, the individual industry of the pupil working by himself. I have already mentioned some of the advantages of the class recitation in discussing the elementary virtues of regularity and punctuality. But it is in the development of these two kinds of attention that the chief value of the class recitation consists. In the recitation, as it is called by us in America (or in the *lesson*, as it is called by English educators), the teacher examines the work of his pupils, criticises it and discusses its methods and results. The pupils in the class all give attention to the questions of the teacher and to the answers of their fellow pupils. Each one, as I have already described, learns both positive and negative things regarding the results of his own studies of the lesson. He finds some of his fellow pupils less able than himself to grasp certain points in the subject of study. He finds others who are more able than himself—pupils who have seen farther than himself, and developed new phases that had escaped his attention. He is surprised, too, at sides and points of view which the teacher has pointed out; items of information or critical points of view that had escaped his own attention and the attention of his fellow pupils in the class. The pupil gains an insight into human nature such as he never had before. He sees the weaknesses and the strength of his fellows; he sees the superiority manifested by the teacher who is maturer than he, and who has reinforced his own observation and insight by the observation and insight of observers and thinkers as recorded in books. He measures himself by these standards and comes to that most important of all knowledge—self-knowledge.

This kind of attention which he exercises in lessons or class exercises is a kind of attention which may be called critical alertness directed outward to the expression of other minds, namely of his fellow pupils and teacher. Step by step he watches carefully the unfolding of the lesson, comparing what is said with what he has already learned by his own effort. After the recitation is over, he takes up the work of individual preparation of another lesson, but he has improved; in some respect his method, because he is now alert in some new direction. He has an intellectual curiosity in some new field that he had not before observed; what the teacher has said or what some bright pupil has said gives him a hint of a new line of

inquiry which he ought to have carried on in his mind when he was preparing his lesson of the day before. Now he is consciously alert in this new direction, and he reaps a harvest of new ideas that would have been passed over in neglect had he not received the benefits of the kind of attention which I call 'critical alertness' in the work of recitation or lesson.

This kind of attention is something that cannot be developed by the pupil in any other way so well as in that school invention called the 'recitation' or 'lesson.'

Let us now consider the other kind of attention which the pupil cultivates and exercises in school. While pupils of one class are reciting the pupils of the other class are preparing their lesson. Each individual is or should be absorbed in the work of preparation, not jointly with his fellows, questioning them or answering them, but by absorption on the part of each in his own work, without reference to the other pupils in the room or the teacher; each one must be able to study his own book and resist the tendency to distraction which comes from the lesson or recitation that is going on with the other class. To shut out from one's mind all objects that do not concern it and concentrate one's thoughts and observation upon a special given subject, whether it be a scientific presentation of the text book, or whether it be the investigation of a topic by means of objects themselves or by the use of many books—this kind of attention is of the utmost importance. It is that of individual industry, while the other kind is that of critical alertness. Critical alertness follows the thoughts of others; takes an active part in the dialogue which is going on. The ancients call this business of questions and answers and critical alertness the dialectic, and this kind of attention is that which is trained in dialectic. But the attention which is absorbed upon its object is a different matter, although of equal importance. The pupil should learn how to neglect the distracting circumstances of the schoolroom, the movements of pupils in the tactics of the class, the dialectic of question and answer going on with illustration and points of interest, and equally the work of his fellow pupils in the class preparing themselves by absorbing study like his own. He lets these all slip by him, disciplining himself to abstract his attention from them and to hold himself in utter indifference to these outside events. He brings to bear his best intellect upon the problems of his task, critically questions the meaning of his author, and applies himself to the work of verifying by his own observation and reflection what is compiled for him by the author. He is learning by this private industry how to reinforce himself by the work of his fellow men; he cannot help himself through the help of others unless he verify their results. Verification is always an act of self-activity. Memorizing the text of the book, committing to memory what has been told one, this is not self-help until the internal work of verification has been accomplished.

The second kind of attention that we are here considering has therefore its most important feature in verification. What some one else has seen and recorded the pupil must see for himself, if possible. What some one else has reasoned out by inference he must reason out

for him-self and test the result by the activity of his own intellect.

At first the pupil finds himself with feeble will power and unable to absorb himself in his own task. He is easily distracted by what is going on around him. By using his moral will in self-control he gains strength from day to day in concentrating his attention and in neglecting all that is not essential in his individual industry.

Having enumerated these four cardinal duties in the schoolroom, regularity, punctuality, silence, and industry, let us now note their higher significance, reaching beyond the schoolroom into the building of character for life. The general form of all school work is that of obedience. The will of the pupil comes into relation with the will of the teacher and yields to its sway. The will of the pupil inhibits its own wayward impulses, suppresses them and supplants them by a higher rational will. In the act of obedience to a high will the pupil becomes conscious of responsibility. Responsibility implies a sense of freedom. The child becomes conscious of its ability to accept or refuse—to obey or to disobey. It becomes conscious of its power to originate actions and to give a new form to the chain of causation in which it finds itself. The great fact in the schoolroom is that the pupil is held responsible at each and every moment for all that he does. If he forgets himself and uses his voice; if he whispers; if he moves from his seat; if he pushes a book off his desk by accident—all these things are brought back to him at once by the presiding teacher. He is responsible, not only for positive acts, but also for neglect. Whatever he does, or whatever he leaves undone, is his business; this is justly regarded as the most potent means of ethical instruction. To use the language of the founder of the great system of ethics in modern times, Immanuel Kant, the child learns in the school to have a sense of his "transcendental freedom." He learns that he and not his environment is responsible for what he does or leaves undone. He regards himself as the author of his deed; he recognizes it is true that he is in the midst of a flowing stream of causation; he is the focus of innumerable influences, all tending to move him in this or that direction, or hold him in this or that position. But he recognizes himself as an original cause, a will power that can re-act on any and all the influences that are flowing inwards towards himself. He can modify this stream of causation; he can hold back and inhibit the several influences which flow towards him; he can shape all of these so as to conform them to the ideals of his freedom; he can act in such a way as to extend his influence upon the external world and upon his fellow human beings; he can act so as to realize his ethical ideals. This is the sense of transcendental freedom. Transcendental freedom does not mean that any person can do or perform anything that he wishes upon the external world, for that would be not merely transcendental freedom, but absolute omnipotence. Transcendental freedom is not omnipotence, but the power to originate some modifications upon the stream of causality within which one finds himself. Freedom means self-determination instead of the determination of something else. The fact that a person could

not modify anything in the world would not prevent him from having a transcendent freedom in case he could inhibit the influence flowing in upon him; if he could resist external influence he would thereby prove his freedom.

These considerations relate to what I have called the Semi-Mechanical Duties, notwithstanding they furnish an important training to the will.

They constitute an elementary training in morals, without which it is exceedingly difficult to build any superstructure of moral character whatever.

Moral education in the school, therefore, must begin in merely mechanical obedience, and develop gradually out of this stage toward that of individual responsibility.

The higher order of moral duties falls into two classes, those that relate to the individual himself, and those that relate to his fellows:

(a) *Duties to Self*.—These are, first—physical, and concern cleanliness, neatness in person and clothing, temperance and moderation in the gratification of the animal appetites and passions.

The school can and does teach cleanliness and neatness, but it has less power over the pupil in regard to temperance. It can teach him self-control and self-sacrifice in the three disciplines already named—punctuality, regularity, and silence—and in so far it may free him from thralldom to the body in other respects. It can and does labor efficiently against obscenity and profanity in language.

Duties to self include, second, that of self-culture. This duty belongs especially to the school. All of its lessons contribute to the pupil's self-culture. By its discipline it gives him control over himself and ability to combine with his fellow men; by its instruction it gives him knowledge of the world of nature, and of man. This duty corresponds nearly to the one named Prudence, in ancient ethical systems. The Christian Fathers discuss four cardinal virtues—Temperance, Prudence, Fortitude, and Justice. Prudence places the individual above and beyond his present moment, as it were, letting him stand over himself, watching and directing himself. Man is a two-fold being, having a particular, special self and a general nature, his ideal self, the possibility of perfection. Self-culture stands for the theoretical or intellectual side of this cardinal virtue of Prudence, while industry is its practical side.

(b) *Duties to Others*.—Duties to self rest on the consciousness of a higher nature in the individual and of the necessity of bringing out and realizing this higher nature. Duties to others recognize this higher ideal nature as something general, and hence as also the true inward self of our fellowmen.

There are three classes of duties toward others:

(1) *Courtesy*, including all forms of politeness, good breeding, urbanity, decorum, modesty, respect for public opinion, liberality, magnanimity, etc., described under various names by Aristotle and others after him. The essence of this virtue consists in the resolution to see in others only the ideal of humanity and to ignore any and all defects that may be apparent.

Courtesy, in many of its forms, is readily taught in

school. Its teaching is often marred by the manner of the teacher, which may be sour and surly, or petulant and fault-finding. The importance of this virtue, both to its possessor and to all his fellows, demands a more careful attention on the part of school managers to secure its presence in the schoolroom.

(2) *Justice*.—This is recognized as the chief in the family of secular virtues. It has several forms or species, as for example (a), honesty, the fair-dealing with others, respect for their rights of person and property and reputation; (b) truth-telling or honesty in speech—honesty itself being truth-acting. Such names as integrity, uprightness, righteousness, express further distinctions that belong to this staunch virtue.

Justice, like courtesy, in the fact that it looks upon the ideal of the individual, is unlike courtesy in the fact that it looks upon the deed of the individual in a very strict and business like way, and measures its defects by the high standard. According to the principle of justice each one receives in proportion to his deeds and not in proportion to his possibilities, wishes, or unrealized aspirations. All individuals are ideally equal in the essence of their humanity; but justice will return upon each the equivalent of his deed only. If it be a crime, justice returns it upon the doer as a limitation of his personal freedom or property.

The school is perhaps more effective in teaching the forms of justice than in teaching those of courtesy. Truth-telling especially receives the full emphasis of all the power of school discipline. Every lesson is an exercise in digging out and closely defining the truth—in extending the realm of clearness and certainty further into the region of ignorance and guess-work. How careful the pupil is compelled to be with his statements in the recitation and with his previous preparation!

Justice in discovering the exact performance of each pupil and giving him recognition for it may become injustice in case of carelessness on the part of the teacher. Such carelessness may suffer the weeds of lying and deceit to grow up, and it may allow the dishonest pupil to gather the fruits of honesty and truth, and by this it may offer a premium for fraud. The school may thus furnish an immoral education, notwithstanding its great opportunities to inculcate this noble virtue of honesty.

The private individual must not be permitted to return the evil deed upon the doer, for that would be revenge, and hence a new crime. All personality and self-interest must be sifted out before justice can be done to the criminal. Hence, we have another virtue—that of Respect for Law.

(3) *Respect for Law*, as the only means of protecting the innocent and punishing the guilty, is the complement of Justice. It looks upon the ideal as realized not in an individual man, but in an institution represented in the person of an executive officer who is supported with legislative and judicial powers.

The school when governed by an arbitrary and tyrannical teacher is a fearfully demoralizing influence in a community. The law-abiding virtue is weakened and a whole troop of lesser virtues take their flight and give admittance to passion and appetites. But the teacher may

teach respect for law very thoroughly, on the other hand. In this matter a great change has been wrought in the methods of discipline in later years. Corporal punishment has been very largely disused. It is clear that with frequent and severe corporal punishment it is next to impossible to retain genuine respect for law. Punishment, through the sense of honor, has, therefore, superseded for the most part in our best schools the use of the rod. It is now easy to find the school admirably disciplined and its pupils enthusiastic and law abiding—governed entirely without the use of corporal punishment.

The school possesses very great advantages over the family in this matter of teaching respect for law. The parent is too near the child, too personal to teach him this lesson.

Higher than the properly moral duties—those duties to self and to others—or at least higher than the secular or "cardinal" virtues, "Justice, Prudence, Fortitude, and Temperance," are certain ones which are called "celestial" virtues by the theologians: These are Faith, Hope, Charity and their special modifications.

The question may arise: Whether any instruction in these duties can be given which is not at the same time sectarian? An affirmative answer will have to show only that the essential scope of these virtues has a secular meaning, and that the secular meaning is more fundamental than in the case of the so-called cardinal virtues.

(1) Faith, in a theological sense, means the true knowledge of the first principle of the universe. Everybody presupposes some theory or view of the world, its origin and destiny, in all his practical and theoretical dealing with it. Christendom assumes a personal Creator, having a divine-human nature, who admits man to grace in such a way that he is not destroyed by the results of his essential imperfection, but is redeemed in some special way. The Buddhist and Brahmin think that finitude and imperfection are utterly incompatible with the Divine Being, and hence that things of the world cannot be permitted to have real existence; they exist only in our fancy. Here is no grace and no redemption. Nature is not a real existence to such a theory, and hence, also, there can be no natural science. Faith, in the divine Reason, is necessary for science.

The prevailing view of the world in Christian countries is very properly called Faith, inasmuch as it is not a view pieced together from the experience of the senses, nor a product of individual reflection unaided by the deep intuitions of the spiritual sense of the race.

Faith is a secular virtue as well as a theological virtue, and whoever teaches another view of the world—that is to say, he who teaches that man is not immortal, and that nature does not reveal the divine Reason, teaches a doctrine subversive of faith in this peculiar sense, and also subversive of man's life in all that makes it worth living.

(2) Hope, the second theological virtue, is the practical side of faith. Faith is not properly the belief in some theory of the world, but in that particular theory of the world that Christianity teaches, so that Hope is not a mere anticipation of some future event, but the firm expectation that the destiny of the world is in accord-

ance with the scheme of faith, no matter how much any present appearances may be against it. Thus the individual acts upon this conviction. It is the basis of the highest practical doing in this world. A teacher may show faith and hope in the view of the world, which he expresses, and in his dealings with his school; in his teaching of history, in his comments on the reading lessons, in his treatment of the aspirations of his pupils. Although none of these things may be consciously traced to their source by the pupils, yet their instinct will discover the genuine faith and hope. Nothing is so difficult to conceal as one's conviction in regard to the origin and destiny of the world and of man.

(3) Finally, Charity is the highest of these virtues, in the sense that it is the concrete embodiment and application of that view of the world which Faith and Hope establish. The world is made and governed by divine grace, and that grace will triumph in the world. Hence, says the individual, "Let me be filled with this principle and hold within myself this divine feeling of grace towards all fellow creatures." Charity is therefore not mere almsgiving, but a devotion to others. "Sell all thou hast . . . and follow me." Faith perceives the principle; Hope believes in it where it is not yet visible; Charity sets it up in the soul and lives it. With charity, all other virtues are implied—even justice.

While courtesy acts towards men as if they were ideally perfect and had not defects; while justice holds each man responsible for the perfect accordance of his deed with his ideally perfect nature and makes no allowance for immaturity; Charity or Loving Kindness sees both the ideal perfection and the real imperfection and does not condemn, but offers to help the other and is willing and glad to sacrifice itself to assist the imperfect struggle towards perfection.

The highest virtue, Loving Kindness or Charity, has of all virtues the largest family of synonyms: humility, considerateness, heroism, gratitude, friendliness and various shades of love in the family (parental, filial, fraternal, and conjugal), sympathy, pity, benevolence, kindness, toleration, patriotism, generosity, public spirit, philanthropy, beneficence, concord, harmony, peaceableness, tenderness, mercy, grace, long-suffering, etc., etc. The typical form of this virtue as it may be cultivated in school is known under the name of kindness. A spirit of true kindness if it can be made to pervade a school would be the highest fountain of virtue. That such a spirit can exist in a school we know from many a saintly example that has walked in the path of the great teacher.

From the definition of the principle it is easy to deduce a verdict against all those systems of rivalry and emulation in school which stimulate ambition beyond the limits of generous competition to the point of selfishness. Selfishness is the root of mortal sin, as theologians tell us, and the lowest type of it is cold, unfeeling pride, while envy is the type next to it.

In closing, let us call up the main conclusions and repeat them in their briefest expression.

1. Moral education is a training in habits, and not an inculcation of mere theoretical views.

2. Mechanical disciplines are indispensable as an elementary basis of moral character.

3. The school holds the pupil to a constant sense of responsibility, and thereby envelops in him a keen sense of his transcendental freedom: he comes to realize that he is not only the author of his deed, but also accountable for his neglect to do the reasonable act.

4. Lax discipline in a school saps the moral character of the pupil. It allows him to work merely as he pleases, and he will not reinforce his feeble will by regularity, punctuality and systematic industry. He grows up in habits of whispering and other species of intermeddling with his fellow pupils, neither doing what is reasonable himself nor allowing others to do it. Never having subdued himself, he will never subdue the world of chaos or any part of it as his life work, but will have to be subdued by external constraint on the part of his fellow men.

5. Too strict discipline on the other hand undermines moral character by emphasizing too much the mechanical duties and especially the phases of obedience to authority, and it leaves the pupil in a state of perennial minority. He does not assimilate the law of duty and make it his own.

The law is not written on his heart, but is written on lips only. He fears it, but does not love it. The tyrant teacher produces hypocrisy and deceit in his pupils. All manner of fraud germinates in attempts to cover up short-comings from the eye of the teacher. Even where there is simple, implicit obedience in the place of fraud and the like, there is no independence and strength of character developed.

The best help that one can give his fellows is that which enables them to help themselves. The best school is that which makes the pupils able to teach themselves. The best instruction in morality makes the pupil a law unto himself. Hence strictness, which is indispensable, must be tempered by such an administration as causes the pupils to love to obey the law for the law's sake.

THURSDAY, MAY 5TH.

The Conference was called to order at 10 o'clock, A. M.

The exercises were opened with prayer by Rev. H. D. Rugland.

The President announced that the next topic to be considered was

COURSES OF STUDY IN CITY SCHOOLS.

Superintendent E. C. Glass read the following paper:

It is sometimes very hard to justify the ways of Providence to man. In my own experience there are three things I could never understand. I cannot see why Providence should have given me such fondness for music, and yet have denied me the power to turn a tune. I cannot see why I should have been given such an exquisite sense of the beautiful, especially in the human

face and yet have been created so painfully homely. And lastly, I cannot tell why I should have been endowed with such a passionate love of oratory, and yet have been refused even Mark Anthony's homely faculty of saying straight on the things I most do know. "Minds differ," says Lord Macaulay, "as rivers differ. There are transparent and sparkling rivers from which it is delightful to drink as they flow; to such rivers the minds of such men as Burke and Johnson may be compared. But there are rivers of which the waters, when first drawn, are turbid and noisome, but become pellucid as crystal and delicious to the taste if suffered to stand till a sediment has been deposited; and such a river is the type of the mind of Goldsmith. His first thoughts on every subject were obscure even to absurdity, but they required only a little time to work themselves clear." Up in my town, among the hills, there is a river, the waters whereof are ever muddy. They might be cleared by a Pastur filter under great pressure, but with an abundance of pure water all around, no one has taken the trouble to try the experiment. Such a river—we called it the Blackwater—is a type of my mind. The pressure required to clarify my thoughts on any subject is so great that I seldom undertake the process, preferring to allow my friends to imbibe from the many streams of natural clearness ever at hand. This accounts for the fact that, though the senior superintendent in Virginia, I have always kept silent in our conferences on questions in which I have as great an interest as any one else. My apology in trespassing on your attention now is that I am acting under strict orders from headquarters. It would have been better had my task been assigned to some other city superintendent, notably my good friend, Mr. Fox, of Richmond, whom, to change my figure a little, you would have found "a well of English undefiled."

I am to speak on "Courses of Study in City Schools." This is a subject that has baffled the wisdom of the ages. You will not expect me to make any new contribution to the discussion. I shall not even attempt any educational philosophy along old lines. My purpose is to be, I was about to say, simply historical and practical, but to accommodate myself the better to your probable judgment, I will say gossip and impertinent.

The first school was on the Bell-Lancastrian order. Adam and Eve were the pupils, and they taught each other. Their only study was Nature. Like some modern advocates of Nature study, they carried the matter too far, and were expelled for their excessive zeal and meddlesome curiosity in the investigation of fruits. This unhappy fate of our first parents doubtless caused the re-action which afterwards took place in favor of book study, which re-action, like most re-actions, went to extremes, and culminated in the system of the Dark Ages, when nothing was studied but books. In some portions of our dear native land the methods of the Dark Ages are not yet out of date.

The second school was somewhat of a kindergarten badly conducted. Adam and Eve were the teachers at first, and Cain and Abel were the pupils. To natural study was added moral training. In methods of instruction

tion the teachers made the same mistake that the *conservative* teachers of the present day are making, in that they failed to correlate the different branches. Each subject was taught as a unit, separate and apart from the other. The moral training, for instance, was purely direct and formal, and such moral instruction, says a United States Commissioner of Education, is "moral moonshine." In this first trial it surely proved so, being a total failure in the case of Cain, and only partially successful with Abel. While all admit that Cain was a moral monstrosity, some have thought it not irreverent to affirm that Abel was a religious crank; and there are grounds for this belief, for these are just the two characters that a one-sided education always produces—either a crank or a castaway. There are systems of education now in vogue which make pedants of the few and ignoramuses of the many.

In the second generation after Adam, we find Tubal Cain, an instructor of every artificer in brass and iron. Here we have a third subject introduced into the curriculum. Tubal was the Director of the first Manual Training School. Shortly appears his half-brother Jubal, "the father of all such as handle the harp and the organ"—*the first music teacher*. Now, is it not a little singular that of the first four subjects to be introduced into the course of study—nature study, moral training, manual training, and music, the second mentioned, is the only one now taught in our conservative schools, and that that is being taught in the same mistaken way that characterized its first introduction six thousand years ago? The evil that men do lives after them.

We have biblical authority for the assertion, that of the making of books there is no end, but neither sacred nor profane history tells us just when book making began. We only know that away back at the dawn of history we find books in use, and come across in the cities of Egypt our first printed course of study.

In the elementary schools of Egypt were taught the famous "Three R's"—reading, writing, and arithmetic. These have ever been the world's great trivium. It would be hard to find a primary school in which they were not found, though arithmetic was not always introduced so early, or carried so far as at present. It was reserved for the conservative schools to make a fetish of arithmetic.

As the world grew older, and began to go backward and broad, history and geography were put into the schools. The Jews made much of history. The Chinese crammed into their children thousands of years ago, just as they do to-day. They believed in the one book method; libraries for research and supplementary reading were nuisances.

Grammar, as a distinct school branch, seems to have been taught methodically first by the Greeks.

Reading, writing, arithmetic, grammar, geography, history—these six. We call them the essentials, and some claim that there is no place in the curriculum for any other study. This may be true, and those who assert have a right to their opinions. But they have no right to sneer at, as "modern fads," many other subjects that have a place in some schools, as music, drawing, physical culture, and elementary science.

The ancient Egyptians taught their children to draw.

With the Greeks, music and physical training were the leading branches. All young Jews learned a trade. These things are modern in the sense that they once disappeared from the schools; but this was during the Dark Ages when there were really no elementary schools, and the intellectual nadir of the world had been reached, when not only the masses, but princes and lords and even kings were unable to read and write. But we are not living in the Dark Ages. The world swung again into light, and in the best schools of Europe there has long ago been restored to the curriculum not only the so-called essentials, but much else deemed good in the education of the old world, and to these have been added other studies found desirable by a broadening civilization.

In Germany, for instance, in addition to the fundamentals, the elementary schools are required to give instruction in drawing, music, science, gymnastics, religion, geometry, and manual training; and the last is the only one of such recent adoption as to be properly called modern. Music has been taught in the schools of Germany for a hundred years. Whether a notion is new-fangled or not, depends upon where it is found.

While Germany has led the world in broadening her elementary course of study, other European countries are following close on her heels. England has shown herself the least progressive, and here we have the secret of America's backwardness in enlarging her educational phylacteries.

After the Civil War began our Renaissance. Prior to that time many schools were content to teach the three R's, and only the essentials were found in any course. But we are now fast aligning ourselves with the learned nations of Continental Europe, just as England anticipated us in doing. In the last twenty-five years the educational world has been in a ferment on the subject of what to teach. Conferences have discussed it, and school systems have experimented. More than one city has gone beyond the most advanced European schools in "enlarging and enriching the course." Few large cities have remained wedded to the narrow course borrowed from the mother country. A gratifying unanimity of opinion has at last been secured. In 1894 the National Educational Association put the question into the hands of a committee of fifteen, with our Commissioner of Education at the head, and asked for an investigation and a report. This report was submitted to the Department of Superintendents at Cleveland in 1895. After discussing with remarkable ability the relative values of studies, the committee submitted as the outcome of its deliberations an outlined course for elementary schools, naming both the branches to be taught and the exact time to be allotted to each during an eight years' period.

This report has become famous. It may be said to have made an epoch in our school history. So far as the scope of the work proposed is concerned, it embodied with wonderful insight the judgment of the great mass of our educational thinkers. Schools in all sections are adjusting themselves to its requirements. The superintendents of the leading cities in our state have united in a common course drawn closely in accord with it. There are few schools not stereotyped that have not been modified by it. Sharp thrusts have been made at its philosophizing at certain points, and some criticize it as too narrow, but no educationist has objected to it as too broad in the scope of study recommended.

The outlined program of this report is as follows :

BRANCHES.	1st year.	2d year.	3d year.	4th year.	5th year.	6th year.	7th year.	8th year.
Reading.....	10 lessons a w'k			5 lessons a week.				
Writing	10 lessons a w'k			5 lessons a w'k		3 lessons a w'k		
Spelling Lists				4 lessons a week.				
English Grammar...	Oral, with composition lessons					5 lessons a week with text-book.		
Latin								5 lessons
Arithmetic....	Oral, 60 min- utes a week.		5 lessons a w'k with text-book					
Algebra.....						5 lessons a w'k		
Geography.	Oral, 60 min'ts a w'k.			* 5 lessons a week with text book.			3 lessons a w'k	
Natural Science + Hygiene	Sixty minutes a week.							
U. S. History							5 lessons a week.	
U. S. Constitution...								*5 les.
General History.....	Oral, sixty minutes a week.							
Physical Culture.....	Sixty minutes a week.							
Vocal Music.....	Sixty minutes a week, divided into four lessons.							
Drawing	Sixty minutes a week.							
Manual Training or Sewing + Cook'ry.							1-2 day each.	
No. of Lessons.....	20+7 daily ex.	20+7 daily ex.	20+5 daily ex.	24+5 daily ex.	27+5 daily ex.	27+5 daily ex.	23+6 daily ex.	23+6 daily ex.
Total Hours of Re- citations	12	12	11½	13	16½	16½	17½	17½
Length of Recita- tions	15 min.	15 min.	20 min.	20 min.	25 min.	25 min.	30 min.	30 min.

* Begins in second half year.

So much for history ; now to be practical. How stands Virginia in relation to the recommendations of this famous committee of fifteen ? Is she up with the times, ahead of, or behind the times ? And in any case, is she right or wrong ? Because the times are frequently out of joint, and hence are no infallible guide.

The free school system is often referred to as a Yankee notion. This is an error that does honor over much to New England. The free school system, so far as America is concerned, is a Virginia notion, and we should not give our glory to another. It is a fact of history that the first plan for a state system of public education ever put on paper was drafted by a Virginia statesman and adopted by a Virginia legislature. Mr. Jefferson drew the plan, and the General Assembly of 1796 (the year of

Horace Mann's birth) adopted it. Why it was not put into operation it is useless inquire. Reading, writing, arithmetic, grammar, geography, and history were the subjects selected for the elementary schools. These are the subjects called for by our school laws of 1870, the year the public school system was put into operation. Physiology has since been added. Beyond these requirements few of our Virginia cities have advanced. Why ?

This question of a school program goes deep. It involves an educational ideal. Man is a complex animal, with a body, mind, and soul. The whole man goes to school—how much of him shall we educate ? If only a part, which part ? The advocates of a broad curriculum hold to an all-around education. The narrow gauge men are forced to one of two positions : either they deny the practicability of rounded development, or assert the sufficiency of their narrow course to meet its demands. In my judgment neither position can be maintained. One is not good religion, the other is not good philosophy. God gave man all his faculties to be developed, and reading, writing, arithmetic, grammar, and history, even with physiology added, are not sufficient to compass this design.

By the committee of fifteen, language (under which term is included reading, writing, and grammar) is classed as of prime importance in a course of study, with arithmetic second, followed by geography and this by history.

Written language, as some one has said, is the intellectual prime meridian which among nations divides the civilized from the uncivilized, and among individuals in a community, is the boundary line between enlightenment and the dark realms of illiteracy.

(Continued in January Journal)

NEW BOOKS.

NATURAL ELEMENTARY GEOGRAPHY. By Jacques W. Redway. 144 pages. Price, 60 cents. American Book Company.

This manual at once received the approval of the schools. It meets a twofold purpose, and both, successfully. It is an admirable geographical reader, and is not less excellent as an introduction to the study of geography, as modern thought and experience demand. In the treatment of relief, drainage, and waterfall, it is clear and perspicuous; the illustrations admirably supplement the text. To date, this seems to be the book for beginning the study of geography. If a teacher is limited by a school board to some other text-book in the class-room, still he cannot afford to dispense with *this* geography in his preparation for his classes.

OLD GREEK STORIES TOLD ANEW, by Josephine P. Peabody, is another number of the Riverside Literature Series. The stories in this collection will prove as valuable as those told or retold by Hawthorne in the "Wonder Book" and "Tanglewood Tales."

THE STORY OF TROY. By M. Clarke. Illustrated, 254 pages. 60 cents. American Book Company.

This book brings the great legend of the Greeks and Trojans, as told by Homer, within the easy and delighted comprehension of young readers. Indeed, we may add that it would well repay the candidate for entrance to our colleges to read it in connection with other preparatory requirements. The photogravures of celebrated paintings, illustrating the text, are most valuable.

ELEMENTARY DICTATION AND COMPOSITION. By T. P. Crump, of Baker School, Richmond, Va. 70 pages.

This thoroughly practical treatise is the work of a teacher of large and successful experience in the public and private schools of Richmond. In this book we have a series of systematic and progressive lessons in dictation and composition, which will be found of greatest utility in the primary grades. In matter and method of treatment this little book is, from beginning to end, practical; there is on every page the mark of the observant and critical teacher. Whatever may be the text book in language work used in this or that school, certainly Mr. Crump's book can be used as an valuable adjunct. It deals with the essentials of language work as demanded in the lower grades directly and suggestively. Many teachers have shown their appreciation of the book by testing it in their classes.

Write to Mr. Crump for other information.

LITTLE LESSONS IN PLANT LIFE FOR LITTLE CHILDREN. By Mrs. H. H. Richardson, Springfield School, Richmond, Va. [Cloth, 114 pages, 40 cents.] B. F. Johnson Pub. Co., Richmond, Va.

In our September issue we announced that this work was in press. It has since appeared in most attractive form and at once received high favor. It meets a general need of the teachers of the State, and will prove not less valuable to teachers of every section. The demand for instruction in elementary science in the schools is general—the difficulty in the way of the teachers has been their lack of instruction in matter and method. Mrs. Richardson

comes to their relief; and their embarrassment will be removed so far as plant life is concerned. She tells of plants what is essential to be known, and what can be readily understood by the youngest pupils, at the same time directs the teacher in the method of teaching the subject—in this direction the book is of highest value to primary teachers. "Plant Life" has already received the highest commendations from teachers and others, among the latter, from Dr. Paul Whitehead, easily the foremost botanist in Virginia. The book is handsomely gotten up—illustrated by the author. Address the B. F. Johnson Pub. Co., Nos. 1 and 3 Eleventh St., for prospectus, etc.

CIVIL GOVERNMENT IN THE UNITED STATES. By A. O. Wright. Midland Publishing Company, Madison, Wis.

The subject of civics is year by year calling for larger attention in the schools. This is as it should be. In a democracy, certainly, the children should be well-grounded in a knowledge of the principles on which their government is founded, and likewise informed in regard to the machinery by which these principles are enforced. The child—the future citizen—should not be left to pick up here and there, in a disjointed and unconnected way, the fundamental facts and principles bearing upon his rights, privileges, and duties as a citizen—there must be regular and systematic instruction of the youth of the country in regard to that instrument, the "Constitution." The work before us is a revision of the author's, "An Exposition of the Constitution of the United States," which has been widely and successfully used in the schools. In the revised form it will more readily meet a general demand. We can give the book hearty commendation, yet there remains much to be done in every state, especially in the South, in the way of enlarging the knowledge of pupils in regard to state as well as national government.

BOOKS RECEIVED FROM THE AMERICAN BOOK COMPANY.

BIBLE READINGS FOR SCHOOLS. Edited by Nathan C. Schaeffer, Ph. D., D. D., Superintendent of Public Instruction of Pennsylvania. Linen, 12mo., 217 pages. Price, 35 cents.

PHYSICS FOR GRAMMAR SCHOOLS. By Charles L. Harrington, M. A., Head Master of Dr. J. Sachs's School for Boys, New York City. Cloth, 12mo., 123 pages. Price, 50 cents.

A STUDY OF ENGLISH WORDS. By J. M. Anderson. Cloth, 12mo., 118 pages. Price, 40 cents.

THIRD YEAR IN FRENCH. By L. C. Syms, Bachelier ès Lettres, Licencié en Droit de L'Université de France, author of "First Year in French" and "Second Year in French." Linen, 12mo., 314 pages. Price, \$1.20.

THE PENNSYLVANIA READER. Historical and Patriotic. By Stephen O. Goho, A. M. Cloth, 12mo. Price, 50 cents.

A BRIEF LATIN GRAMMAR. By W. D. Mooney, A. M., Battle-Ground Academy, Franklin, Tenn. Cloth, 12mo., 272 pages. Price, 75 cents.

THE AMERICAN MONTHLY REVIEW OF REVIEWS

It is impossible to promise particular features that will appear in the "AMERICAN MONTHLY" during the coming year, for it is, as the *Bookman* says, "a great monthly newspaper." As such, it prints for its readers an illustrated account of the notable things which make the history of

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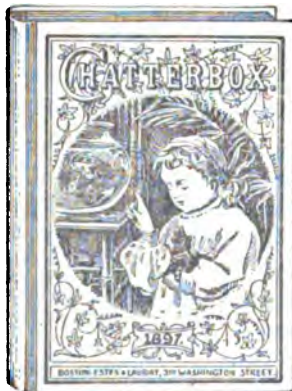
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Mr. Anthony Hope Hawkins, the author of "The Prisoner of Zenda," proves, on the closer acquaintance which his visit to this country is now yielding, no less attractive as a man than as a writer. His public readings from his own works seem to give his large audiences the highest satisfaction; and in the busy course of friendly dining through which he has been put since he landed he has shown himself the kindest and most unassuming of guests of honor.

Mr. Hawkins is now thirty-four years old. He began life as a lawyer, and in 1893 he made a vigorous but unsuccessful canvass for a Liberal seat in Parliament. While waiting for clients he began to write stories. He made his way but slowly at first; he had been writing four or five years before he achieved a pronounced success in "The Prisoner of Zenda." "The Dolly Dialogues" followed and confirmed his popularity. It is an interesting fact that while he is visiting in this country an American magazine will begin publication of a sequel to the story which was his great success. McClure's Magazine for December will contain the opening chapters of "Rupert of Hentzau," a new Zenda novel which contains the history of the love and adventures of Rudolf of Rassendyll and Princess Flavia. They were extremely engaging people as they presented themselves in "The Prisoner of Zenda;" but those who have had the privilege of reading the new story say that they are still more engaging in it, and that the series of adventures through which it carries them is one to keep readers sitting up all night. The story has been illustrated for McClure's by the author's personal friend, Charles Dana Gibbon.

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Official Department.

JOHN E. MASSEY, LL.D., *Superintendent Public Instruction*, EDITOR.

The Journal is sent regularly to County and City Superintendents and Clerks of District School Boards, and must be carefully preserved by them as public property, and transmitted to their successors in office.

State Spelling Contest.

FIRST REPORT.

FREDERICKSBURG, VA., November 30th, 1897.

HON. JOHN E. MASSEY,
Superintendent Public Instruction, Richmond, Va. :

DEAR SIR,—In pursuance of Circular No. 156—State Spelling Contest—I have the honor to submit the following report of Spelling Contests conducted in the public schools of Fredericksburg, on Friday, November 28, 1897, in conformity with requirements of said circular:

	White.	Colored.	Total.
No. schools taking part in contest...	4	3	7
No. pupils taking part in contest....	184	99	283
No. pupils spelling all words correctly	0	0	0
Percentage of words correctly spelled.....	34%.		

Very respectfully,

B. P. WILLIS,
Superintendent.

Greatest number spelled by any one pupil, 27.

RADFORD.

Report of Conductor Chas. H. Winston.

HON. JOHN E. MASSEY,
Superintendent of Public Instruction :

DEAR SIR,—I have the honor to submit the following report of the State Peabody Normal Institute, held at Radford, Va., June 29 to July 27, 1897 :

PLACE AND TIME.

The city of Radford had some advantages as a place or such a Normal, in its easy accessibility, its fine scenery, its cool and healthful breezes, and, especially, in its possession of a commodious and altogether suitable building for the sessions of the school. Its widely scattered location, however, and other local circumstances made it not so favorable for afternoon and evening exercises, which had to be modified accordingly.

The sessions continued for exactly four weeks, or twenty working days, extending each day from 8.30, A. M., to 2, P. M.

ORGANIZATION.

The organization of the Institute, as made by yourself and published in your circular, No. 147, was as follows :
Conductor—Prof. Charles H. Winston, LL. D., Richmond, Va.; *Theory and Practice of Teaching*.

Dr. D. M. Brown, City Superintendent Schools, Petersburg, Va.; *Geography and Physiology*.

Miss Lizzie S. McCue, Staunton High School; *Drawing and Spelling*.

Mr. George F. Merrill, Principal Richmond High and Normal School; *Arithmetic and Reading*.

Mr. H. E. Button, Culpeper, Va; *History*.

Prof. Frank O. Payne, M. Sc., Glen Cove, N. Y.; *Language, also Methods and Nature Study*.

Local Manager—Mr. W. P. Gunn, Principal of Schools, East Radford, Va.

PROGRAMME OF DAILY WORK.

The programme, as published in your circular, was substantially carried out and need not be reproduced. Some changes in the *order* of the classes were necessitated, by the fact that the assignment of subjects to the several institutions differed in our organization from that in the programme. I also found it needful to break the long session with a brief recess near the middle of the day. But the principal change in the programme grew out of the fact, which soon developed itself, that Prof. Payne's special lectures, designed to be given "daily in the afternoon or evening," could not be so given. There was no suitable hall suitably lighted for the purpose, and many teachers living at a distance could not attend. It seemed inevitable, therefore, to incorporate these lectures into the regular programme; this was, therefore, done by reducing the time of all the lessons to thirty minutes each. The result was entirely satisfactory to all. As required by your circular, there was first a division into senior and junior departments (the latter being much the larger), and then a sub-division of each department into two "sections," making four sections or separate classes in all. Each section and each teacher attended two lessons a day, or a total of exactly 197 in all; while the whole number of lessons given by the instructors was four times this, or 788.

REGISTRATION.

There were represented forty-four counties and cities of Virginia, also three other states and one foreign country.

ATTENDANCE.

The total enrollment, 308; average daily attendance, 210.9; percentage of attendance, 68.47; number of teachers attending *every one* of the 197 lessons given to his section, and receiving "perfect attendance" certificates, 109; number attending *at least half* this number of lessons—that is, for at least ten full days, and receiving "partial attendance" certificates, 113.

The result thus indicated seems to me a truly remarkable one. Considering the purely voluntary character of these normals, with practically no restrictions upon admission to them, it is most surprising, as well as most gratifying, to find the percentage of attendance so high, and especially to find that more than *one third* of the whole number of teachers entering the normal attended every lesson, without missing a single one for any cause whatever. I doubt whether such a record has been made before; and it accords fully with the impression made by the school upon all who observed it. This impression was that the teachers in attendance here were of a higher grade of intelligence, and of a more earnest and faithful spirit than those usually attending similar gatherings. Professor Payne, who has had large experience with normal institutes in his own State of New York, stated publicly that in personal qualities, and in preparation, these Virginia teachers were fully equal to the best of those that he had met in his own state.

INSTRUCTORS AND THEIR WORK.

In the official "supervision" expected of me as conductor, I sought, with as little interference as possible with individual plans and methods, first, to make all the teaching thoroughly practical and adapted to the needs of the teachers, and, secondly, to make it cover in its scope with all practicable strictness the "Outline Course of Instruction" as given in your circular. I have also received from each of the instructors more or less detailed statements of the work attempted and that actually accomplished by each. And I am satisfied, from both these sources of information, that the several instructors, without exception, not only accepted fully the Outline Course as their general guide, but followed it faithfully and completed fairly the various topics therein given. I may say for myself that I found the outlines for the Theory and Practice of Teaching and Psychology well suited to the purpose, and I followed them implicitly—expanding, enlarging, and enforcing as best I could.

In connection with the work done I cannot withhold a brief reference to the instructors themselves. I have seldom if ever been associated with colleagues who have worked so pleasantly, so effectively, and so satisfactorily to all and in all respects, as have those who constituted the Faculty of Radford Normal. The teaching was of the highest order, and the bearing and impress of each was courteous, elevating, and inspiring.

EXAMINATIONS.

As desired by you, the examinations for state certificates were held July 15, 16, and 17. There were twenty-six applicants, and the papers were duly forwarded to your office. The Peabody examinations also were held July 22 and 23. There were ten applicants, but only five completed the whole examination. These papers also were duly forwarded to you.

We were able, with some little inconvenience, to carry on both these examinations without interfering at all with the regular work of the Institute. But the fact clearly revealed itself that teachers were inadequately informed on the whole subject of these examinations, often

coming to them apparently without deliberate purpose or preparation, and with little knowledge of their importance, their character, or even the subjects covered by them. An adherence to your rule, requiring applicants to register in your office prior to July 1st, and increased diligence of the county superintendents in disseminating information on the subject, would do much to correct the evil.

VARIOUS ITEMS.

The superintendents of Montgomery, Giles, Pulaski, Floyd, and Surry counties visited the Normal, and some of these remained several days. Superintendent W. P. Gunn, of Radford city, was in daily, almost hourly, attendance, and I cannot speak too highly of his zeal and efficiency, both as local manager and as secretary of the Institute.

Your own presence with us for two days of our session, and your address to the assembled teachers of the Normal and the citizens of Radford were highly appreciated by us all. As already stated, the local conditions for evening lectures and entertainments were not so favorable, yet there were several of these that were well received, and, indeed, on almost every evening some exercises—religious or social—were provided by the citizens for the profit and pleasure of the Normal teachers.

A large number of visitors attended daily our sessions and gave orderly and interested attention to our exercises. The public opening exercises on the evening of June 29th were of a high order, and indicated well the cordial and active interest and sympathy of the community in our work. The closing exercises occupied only the last hour of the session—from 1 to 2 P. M. of July 27th—during which certificates were delivered and brief words of parting spoken; they were simple, hearty, and impressive.

CONCLUSION.

In concluding this report I may briefly say that in some most important respects the Normal held at Radford will compare favorably with any that have been held in the state. Year by year the intelligence, the preparation, and the professional status of the teachers attending these normals is seen to be steadily growing higher. But those attending the Radford Normal seem to me to be truly exceptional in these respects. Considerably more than half of the actual teachers present had first-grade or professional certificates; and more than one-third of all who attended at all attended every lesson. Altogether, I have perhaps never seen a more orderly, earnest, wide-awake and teachable body of persons; and with the really superior corps of instructors sent to them by you I am confident that an amount of genuine progress and uplifting has been made that may hereafter be remembered with pride and pleasure by all who have participated in the work. Nor can we fail to note what an impulse such gatherings as these, under similar conditions, must give to the great cause of education throughout our state.

Respectfully submitted,

CHAS. H. WINSTON,

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IRVINGTON.

Report of Conductor Jas. P. Britt.

HON. JOHN E. MASSEY,

Superintendent Public Instruction :

DEAR SIR,—I have the honor to transmit the following report of the Peabody State Summer Normal, held at Irvington, Va., June 29th to July 27th, covering a period of twenty (20) days of normal work :

The Place.—Irvington is delightfully located on Carter's creek, a branch of the Rappahannock, about seven miles from Chesapeake bay, and we found its summer climate exceedingly pleasant and comfortable—an item of primary consideration in locating a normal school. The local manager had secured the Chesapeake Academy, having a fine assembly hall and two large class rooms, which just comfortably accommodated the number in attendance.

PROGRAMME, ORDER OF ARRANGEMENTS, &c.

We were formally welcomed by the citizens at the M. E. church, the pastor, Rev. Mr. Robbins, delivering the address Superintendent Lewis, of Lancaster, replied for the Normal, while Prof. A. D. Dunbar and myself also made brief addresses.

I may say here that we had addresses at various periods during the session, from Superintendents Williamson, Baird, and Fox, which were much enjoyed by the teachers, while the two delivered by yourself were the subjects of favorable comment from the citizens as well as the teachers.

You are aware that I was called upon unexpectedly to assume charge of this Normal, owing to the untimely illness of Prof. T. J. Stubbs, whom you had appointed Conductor, and whose absence was deeply regretted by the teachers and faculty—by none more sincerely than by myself.

I found that by dividing the schools into one senior and two junior sections our three rooms would be about comfortably filled, and at the same time the grade conditions would be met, and so arranged the schedule of work that each section would have the entire list of subjects presented daily. We commenced at 8:30, A. M., and closed at 2, P. M., with a recess of fifteen minutes at noon.

Enrollment.—The total number enrolled was 150, having 86 present the first day, and 103 on the last day. The average daily attendance was from 73 per cent. to 75 per cent., which is, I think, a very good record. Of the total enrollment, 19 were gentlemen, a somewhat larger percentage than is usual in the eastern part of our state. Some were deterred from coming by hearing that there was lack of boarding facilities.

INSTRUCTORS AND THEIR WORK.

The Instructors, with their several subjects, were as follows :

Conductor—James P. Britt, Rector of Queen Street school, Norfolk, Va.; Theory and Practice of Teaching, Arithmetic and Language.

Prof. A. D. Dunbar, Ph. D., Peekskill, N. Y.; History, Methods and Nature study.

Miss E. V. Faris, Richmond High School; Physiology and Spelling.

Mrs. A. P. Huckstep, Albemarle county; Geography and Reading.

Miss Farinholt, Baltimore (in place of Mrs. May F. Jones, appointed); Drawing.

The "Outline Course of Instruction" (circular 147 Peabody, state summer normal schools) was insisted upon by me as the basis of all the work of the Instructors, except that of Professor Dunbar on Methods and Nature Study, which were not outlined, and, I believe, was faithfully followed. Instructors were urged to make the work as practical, clear and applicable to actual school-room work as could possibly be done, and exemplify the method in the presentation of the subject. While it will always be true that some have a happier faculty of doing this than others, and while the majority of teachers evince more interest in certain subjects, esteemed by them to be more important than others, yet I am satisfied that great real advance was made throughout the whole course, and that the teachers assembled at Irvington received a stimulus to thorough and wide research that will be of lasting benefit to them and to the pupils of whom they may have charge.

The instructors were unanimous in their reports of earnest attention in the class-room, and diligent preparation on the part of the teachers, of whatever work was assigned them.

Certificates.—The "twenty days" certificate acted powerfully in holding up the attendance, very few of those present on the first day leaving until the close; though many of these, from temporary illnesses, failed to secure the "perfect" record.

Perfect certificates were issued to 62, being 41 per cent of total enrollment.

Mr. W. McD. Lee, local manager, looked after our personal comfort in a most charming manner, while to Dr. Newbill, Mr. Long, and others, the instructors and teachers alike are indebted for many courtesies that helped to make our stay pleasant.

I can best close this report by expressing my hearty thanks to the instructors for their ready co-operation in the work. With less intelligent assistance there must have been some friction, whereas there was not a jar.

Respectfully submitted,

JAMES P. BRITT,
Conductor.

GEOGRAPHY.—Value, 100.

1. (a) What causes a difference in the length of the earth's diameters? (b) What makes the sun appear to move around the earth from east to west? (c) On what does the amount of heat received from the sun at any point depend?
2. (a) What is the difference between prairies and selvas? (b) Where in America are prairies found? (c) Selvas?

3. (a) What is the great product of Canada? (b) Mention the chief exports of the United States.
4. (a) What are glaciers and how are they formed? (b) Name some locality within the temperate zone where they are found.
5. (a) In which half of the United States do the low plains mostly lie? (b) Name three bays on the Massachusetts coast. (c) What two large islands belong to Massachusetts?
6. (a) What is the government of Mexico? (b) What language prevails there? (c) What mineral does Mexico produce in great abundance?
7. What countries of Europe are included in whole or in part in the Great Low Plain?
8. (a) Mention some of the mineral products of Japan. (b) What strait connects the Arabian Sea and the Persian Gulf?
9. (a) What is the controlling power in Southern Africa? (b) Name the three islands that compose New Zealand.
10. Locate (a) Mobile, (b) Lisbon, (c) Constantinople, (d) Gulf of Salonica.

(Time allowed for geography, one and a half hours.)

GEOGRAPHY.—ANSWERS.

1. (a) The flattening at the poles causes a slight difference in length.
(b) The motion of the earth on its axis from west to east.
(c) On the direction in which the sun's rays strike it. The more nearly perpendicular the rays are, the more heat they impart.
2. (a) Prairies are treeless, grassy plains; selvas are forest plains. (b) Prairies are found in the Mississippi Valley. (c) Selvas are found near the Amazon river.
3. (a) Furs. (b) Breadstuffs, cotton, provisions, petroleum, tobacco, live cattle, and various manufactures.
4. (a) Glaciers originate in vast fields of snow. Subjected to the pressure of their own mass and to alternate surface freezings and meltings, these great deposits of snow are converted into seas of ice, solid yet capable of adapting themselves to the irregularities of their channels.
(b) The Alps.
5. (a) In the eastern half. (b) Massachusetts Bay, Cape Cod Bay, and Buzzard's Bay. (c) Nantucket Island and Martha's Vineyard.
6. (a) Republic. (b) Spanish. (c) Silver.
7. France, Belgium, Holland, Germany, Russia, Austria, Sweden, Roumania, and Bulgaria.
8. (a) Copper, silver, gold, iron, and coal.
(b) Strait of Ormus.

9. (a) Great Britain.
(b) North Island, South Island, and Stewart Island.
10. (a) Southwestern part of Alabama on the river and bay of the same name. (b) Southwestern part of Portugal at the mouth of the Tagus River. (c) Southeastern part of Turkey in Europe, on the Strait of Bosphorus. (d) An arm of the Ægean Sea between Greece and Turkey.

HISTORY.—Value, 100.

1. (a) What part of America was explored by the Spaniards under De Soto? (b) What river was discovered in this expedition? (c) What nation disputed with Spain the colonization of this part of America?
 2. (a) Under the direction of what religious order were the Great Lakes and Mississippi River explored? (b) Give the names of the two most noted of these explorers? (c) For what country was the land acquired?
 3. (a) What was the first legislative body elected by the people that ever convened in America? (b) During whose rule in England did many cavaliers find refuge in Virginia? (c) What governor of Virginia crossed the Blue Ridge and explored as far as the highest peak of the Alleghanies?
 4. How did the Dutch possessions in America pass into the hands of the English?
 5. (a) What war ended French occupation of the Northern Continent? (b) What was the most important battle of this war?
 6. (a) For what reason did the English Parliament close the port of Boston in 1774? (b) Who was sent from America to seek the aid of France in the Revolutionary War?
 7. (a) During whose administration was the Louisiana Purchase made? (b) The Gadsden Purchase? (c) What territory comprised the latter?
 8. (a) Who was the commander of the Alabama? (b) By what vessel was she attacked and destroyed, and where?
 9. (a) In what year was Grant made commander-in-chief of the Union forces? Who was his trusted lieutenant in the West?
 10. (a) In what war was General Custer killed? (b) What was the McKinley Bill?
- (Time allowed for history, one and a half hours.)

HISTORY.—ANSWERS.

1. (a) Southeastern part of the United States—Florida, Georgia, Alabama, Mississippi, Arkansas, and Louisiana. (b) The Mississippi. (c) France.
2. (a) The Jesuits. (b) La Salle and Marquette. (c) France.

3. (a) The "House of Burgesses" of Virginia. (b) Cromwell's. (c) Governor Spotswood.
4. The English had never surrendered their claim to New Netherland, though they had permitted the Dutch to control it. Charles II. granted this whole region to his brother James, who appeared before New Amsterdam and demanded its surrender. The Dutch governor, Stuyvesant, finding the citizens gave him no encouragement to resist, surrendered to the Duke of York, who took possession of the province and called it New York.
5. (a) The French and Indian War. (b) Quebec.
6. (a) To punish the city for having thrown the tea into the sea.
(b) Benjamin Franklin.
7. (a) Thomas Jefferson's. (b) Franklin Pierce's. (c) The land south of the Gila River, now a part of Arizona.
8. (a) Captain Raphael Semmes.
(b) The Kearsarge, off the coast of France at Cherbourg.
9. (a) 1864. (b) General Sherman.
10. (a) In a war with the Sioux Indians.
(b) A protective tariff bill.

PHYSIOLOGY AND HYGIENE.—Value, 100.

1. (a) Why are we taller in the morning than at night?
(b) At what age does man reach his full height?
2. (a) Why should correct habits of posture be formed in youth? (b) Give directions for the posture of the body while standing and walking.
3. (a) Tell the difference between the voluntary and involuntary muscles and give an example of each.
(b) What is the effect of exercise on the heart, skin, and appetite?
4. Describe the intestines.
5. (a) What is coagulation of the blood? (b) What wisdom is there in the law of the blood's coagulation?
6. Describe the epiglottis and its use.
7. (a) What are the forms of nervous tissue? (b) When is a limb said to be "asleep"?
8. By what means are vibrations transmitted from the tympanic membrane to the inner ear?
9. (a) What is the function of accommodation of the eye? (b) In what does it essentially consist?
10. Why does the air of badly ventilated rooms cause dullness, drowsiness, and faintness in human beings?

(Time allowed for physiology, two hours.)

PHYSIOLOGY AND HYGIENE.—ANSWERS.

1. (a) During the day the constant pressure upon the joints of the spine, while the body is erect, dimin-

ishes the thickness of the cartilages; so that a person is not so tall in the evening as in the morning.
(b) Twenty-five years.

2. (a) Bad habits of posture, early formed, become fixed in later life, and their results are with difficulty remedied. (b) Hold the head erect with the chin somewhat near the neck; expand the chest in front; throw the shoulders back, keeping them of the same height on both sides; maintain the natural curves of the spine.
3. (a) The muscles are voluntary or involuntary, according as they are, or are not, under the control of the will. The heart is an example of an involuntary muscle; the muscles of the hand are voluntary muscles.
(b) The heart beats more rapidly, the skin acts more freely, the temperature rises, the brain is invigorated, and the appetite and power of digestion are increased.
4. The intestines are continuous with the stomach, and consist of a fleshy tube, or canal, twenty-five feet long. The small intestine, whose diameter is about one inch and a half, is twenty feet long, and very winding. The large intestine is much wider, and five feet long. The general structure of these organs resembles that of the stomach. Like it, they have a mucous membrane, or inner lining, whence flow their digestive juices; and outside of this a muscular coat, which propels the food onward. Both intestines and stomach are enveloped in the folds of an outer membrane, called the peritoneum.
5. (a) Blood, when removed from its vessels, begins to coagulate, or assume a semi-solid consistence. If allowed to stand, after several hours, it separates into two distinct parts, one of them being a dark red jelly, called coagulum, or clot, which is heavy and sinks; and the other a clear, straw-colored liquid, called serum, which covers the clot.
(b) It is our safeguard against death by hemorrhage.
6. The epiglottis, consisting of a single leaf-shaped piece of cartilage, is attached to the front part of the larynx. It is elastic, easily moved, and fits accurately over the entrance of the air passages below it. Its office is to guard these delicate passages and the lungs against the intrusion of food, and other foreign articles, when the act of swallowing takes place. It also assists in modifying the voice.
7. (a) The gray substance and the white substance. (b) When a nerve is so compressed as to be temporarily unable to perform its functions, a transient paralysis takes place, and the limb is said to be "asleep."
8. By a chain of four small bones suspended between the two membranes.
9. (a) The capacity which the eye possesses of adjusting itself to distances. (b) It consists essentially in a change in the curvature of the front surface of the crystalline lens, partly through its own elasticity.

and partly through the action of the ciliary muscle. When accommodated for distant objects, the lens is flatter, and its curvature diminished; for near vision, the lens is thicker, and its curvature increased.

10. Because the dark, impure blood circulates through the brain, oppressing that organ and causing it to act like a blunted tool.

THEORY AND PRACTICE OF TEACHING.—

VALUE, 100.

1. The teacher being to a degree responsible for the bodily health of the pupil, should guard against what special dangers?
2. Why should the teacher always cultivate a pleasant countenance?
3. In arranging a school program, what sort of studies should come in the early hours of the day, and why?
4. Mention some (3) requisites in the teacher for good government.
5. What advantage is derived from training pupils to perform many details of school life, such as distributing books, etc., without the personal supervision of the teacher?
6. Give some (3) devices for securing and holding the attention of pupils in the class.
7. What are the dangers of concert recitation?
8. (a) What is the effect on the pupil of asking "leading questions"? (b) Give an illustration of what is meant by a "leading question."
9. Give your method of conducting a recitation in geography.
10. Mention the pedagogical literature you have read in the past year.

(Time allowed for theory and practice, one and half hours.)

THEORY AND PRACTICE OF TEACHING.—

ANSWERS.

1. Dangers arising from the neglect of exercise, too close confinement, over-excitement, over-study, lack of proper ventilation, heat and light.
2. No man has a moral right to render uncomfortable those who surround him, by habitually covering his face with looks of discontent and moroseness. It is peculiarly wrong for the teacher to do it. It is for him to present an example of self-government under all circumstances. A peevish, frowning teacher is very likely to produce petulance and sullenness in his pupils; while a cordial smile warms the generous affections into life and beauty.
3. Exercises that require the greatest stress of mental effort. The working power of the mind is at its best from nine to twelve, and so a subject like arithmetic should come in the forenoon.
4. Self-government, confidence in his ability to govern, just views of government, just views of the governed, decision, firmness, deep moral principle.
5. The teacher saves a great deal of time and energy by the employment of such devices.

6. Pupils should be massed, not scattered over the room; the question should be asked before the pupil's name is called; there should be no fixed order of calling on pupils to recite; where there is a strong tendency to inattention, one call should not exempt a pupil from further service; calling on pupils by means of cards on which their names are written has a decided advantage.

7. It destroys the independence of the pupil by taking away his individuality. Learning to rely on others, he becomes superficial. He is tempted to indolence by the knowledge that his deficiencies will not stand out by themselves; and he comforts himself after a poor recitation with the reflection that he has concealed his want of thoroughness from the teacher.

8. (a) It is a waste of time by both parties, and results in stupefying the mind of the pupil and making him thoroughly superficial. There is perhaps no more effectual way of making an inefficient school. (b) "John, what is this denomination on the black-board, *dollars*, isn't it?" "Yes, sir," says John. "Well, what is the remainder, *dollars*, too, isn't it?" "Yes, sir, *dollars*," says John.

9. Answers will vary.

10. Answers will vary.

THE MAGAZINES for December are unusually attractive. We have received *Lippincott's*, *McClure's*, *Appleton's*, *Popular Science Monthly*, and *The Ladies' Home Journal*.

THE FIRST CALL TO CHATTANOOGA.

The meetings of the Department of Superintendence of the National Educational Association will be held at Chattanooga, Tenn., on Tuesday, Wednesday, and Thursday, February 22-24, 1898. The morning and evening sessions will be devoted to regular discussions, and the afternoon sessions to conferences on important subjects. "The Mission of the Elementary School," "The Township High School," "Vacation Schools," and "Continuous Sessions at Normal Schools," are among the topics which will be discussed by experts from the Superintendent's point of view. "What can Child Study Contribute to the Science of Education?" is a question that will be treated with a view of ascertaining the limits of the services that may be rendered by investigations in this line. The æsthetic side of education will receive attention in a paper on "The Influence of Music and Music Study upon Character," and in an address by Dr. Harris on "The Value of the Tragic and the Comic in Education." Gov. Robert D. Taylor, one of the famous orators of the South, will deliver an address of welcome. The famous Dr. Scovel, of Wooster, Ohio, has promised an address on "Realizing the Final Aim of Education."

State Superintendent Grace R. Patton has agreed to organize a conference of State Superintendents. The Herbart Society promises an interesting programme for its sessions. The afternoon conferences will take up "School Hygiene," "Promotions," and "The Improvement of Our Common Schools." A youth who passes through the elementary schools, the high school, the college and the professional school enters his profession in America two or three years later than if he had studied in the schools of England, France, and Germany; and it is hoped that these conferences will bring to light some causes of this waste of time and effort in our schools.

The hotels have agreed to make the usual reduction in rates. The Southeastern Passenger Association has adopted a rate of one first-class fare for the round trip to Chattanooga, and favorable rates are expected from the other passenger associations. The views of scenery from Lookout Mountain are unsurpassed. The municipal authorities of Chattanooga are taking steps to provide for the superintendents and educators who will attend the meetings, a grand, good time.

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